

**C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.**

**Enduring Understanding**

- ▶ (World) Foundational documents of the United States were built upon the work of earlier civilizations.
- ▶ (WA) There are key ideals established in state and tribal constitutions that determine the functioning of government.
- ▶ (US) Governing is a process that evolves over time, and the effort to build a “more perfect Union” is ongoing.

**Components**

(World) By the end of 6th grade, students will:

C1.6-8.1 Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.

(WA) By the end of 7th grade, students will:

C1.6-8.2 Explain the structure of and key ideals set forth in fundamental documents, including the Washington state constitution and tribal treaties with the United States government.

(US) By the end of 8th grade, students will:

C1.6-8.3 Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and, the Bill of Rights, including due process and freedom of expression.

C1.6-8.4 Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.

**Sample Questions**

- (World) Where did the principles of U.S. democracy come from?
- (WA) How are the ideals of representative government supported in the Washington state constitution?
- (US) What are the origins of the key ideals of the Declaration of Independence and the Constitution and their continuing influences on the nation?

*Since Time Immemorial Connections*

**Middle School Curriculum**

C1.6-8.1 to C1.6-8.2: Washington State History: Unit 1 (Territory and Treaty Making)

C1.6-8.2: Washington State History: Units 1 (The Walla Walla Treaty Council of 1855) and 3

C1.6-8.3 to C1.6-8.4: U.S. History: Unit 1

C1.6-8.4: U.S. History: Units 2, 3, and 4

**C2: Understands the purposes, organization, and function of governments, laws, and political systems.**

**Enduring Understanding**

- ▶ (World) Civilizations from the earliest times have some form of governmental organization that creates order in a society.
- ▶ (WA) Government in Washington state has multiple levels and branches, with limits and responsibilities that impact the operation of government.
- ▶ (US) The three branches of government of the U.S. provide for a system of checks and balances that defines specific responsibilities and limits on the powers of those branches.

**Components**

(World) By the end of 6th grade, students will:

C2.6-8. 1 Explain a variety of forms of government from the past or present.

(WA) By the end of 7th grade, students will:

C2.6-8. 2 Distinguish the structure, organization, powers, and limits of government at the local, state, and tribal levels.

(US) By the end of 8th grade, students will:

C2.6-8. 3 Analyze the structure and powers of government at the national level.

C2.6-8. 4 Use knowledge of the function of government to analyze and address a political issue.

C2.6-8. 5 Evaluate the effectiveness of the system of checks and balances in the United States based on an event.

C2.6-8. 6 Demonstrate that the U.S. government includes concepts of both a democracy and a republic.

**Sample Questions**

- (World/WA/US) How should we best organize to meet society's needs?
- (World) How and why did governments develop in ancient and medieval societies? How did governments differ in various locations—European nations, African nations, and China, for example?
- (WA) How does the structure of the Washington state constitution support the function of government and meet the needs of a diverse population? Whose needs are not being met? Whose voice is not represented?
- (WA) Is the initiative process a fair way to make policy? Fair to whom? Is it just?
- (US) How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- (US) How does the structure of the United States Constitution support the function of government and meet the needs of a diverse population? Are there currently groups whose needs are not being met? Do the groups whose needs are not being met or voices not being heard have anything in common?

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*Since Time Immemorial Connections*

Middle School Curriculum

C2.6-8.1, C2.6-8.2, C2.6-8.4, and C2.6-8.5: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855)

C2.6-8.2: U.S. History: Unit 3

C2.6-8.4 and C2.6-8.5: Washington State History: Units 2 and 3; and U.S. History: Units 1, 2, 3, and 4

### C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.

#### Enduring Understanding

- ▶ (World) Civilizations interact with each other in order to promote and protect their own interests.
- ▶ (WA) Washington state maintains important relationships among sovereign states (international and tribal) through both political and economic agreements.
- ▶ (US) The United States maintains formal relationships with tribal and international governments through the treaty process.

#### Components

(World) By the end of 6th grade, students will:

C3.6-8.1 Analyze how societies have interacted with one another.

(WA) By the end of 7th grade, students will:

C3.6-8.2 Analyze how international agreements have affected Washington state.

C3.6-8.3 Recognize that, according to the United States Constitution, treaties are “the supreme law of the land;” consequently, treaty rights supersede most state laws.

C3.6-8.4 Explain elements of the agreements contained in one or more treaty agreements between Washington tribes and the United States.

(US) By the end of 8th grade, students will:

C3.6-8.5 Identify early examples of foreign policy between the United States and other nations.

C3.6-8.6 Analyze how the United States has interacted with other countries.

#### Sample Questions

- (World) How did the interaction of civilizations affect the growth of some of those societies and the demise of others?
- (WA) What is the legacy of the treaty-making period on the way we live today? How have treaties been honored or disregarded?
- (US) How and why has the United States made agreements with other sovereign entities?

#### *Since Time Immemorial Connections*

##### Middle School Curriculum

C3.6-8.1-6: Washington State History: Units 1 (Territory and Treaty Making) and 1 (The Walla Walla Treaty Council of 1855); and U.S. History: Unit 3

## C4: Understands civic involvement.

### Enduring Understanding

- ▶ (World) The role of the citizen has evolved from ancient to modern times.
- ▶ (WA) Voting, civil discourse, education in and critical thinking and assessment of the issues, and understanding the function and purpose of government are important to be a good citizen.
- ▶ (WA/US) Citizens can impact the political process through individual and collective action. Citizens need to be informed and have critical thinking skills in order to thoughtfully impact the political process.
- ▶ (US) Governing requires active civic involvement by members of a society to maintain a balance of power in that society.

### Components

(World) By the end of 6th grade, students will:

C4.6-8.1 Describe the historical origins of civic involvement.

(WA) By the end of 7th grade, students will:

C4.6-8.2 Describe the relationship between the actions of people in Washington state and the ideals outlined in the Washington state constitution.

C4.6-8.3 Employ strategies for civic involvement that address a state or local issue.

(US) By the end of 8th grade, students will:

C4.6-8.4 Analyze how a claim on an issue attempts to balance individual rights and the common good.

C4.6-8.5 Employ strategies for civic involvement that address a national issue.

### Sample Questions

- (World) What did it mean to be a citizen in ancient or medieval times?
- (World) How was political power exercised differently in different places and eras?
- (WA) In what ways can individuals in Washington state exercise their political power? What are some barriers to exercising individual political power? How did barriers develop? What purpose do barriers serve and why do they continue to exist?
- (WA) How can young people make political change in their local community?
- (US/WA) How does the inclusion or exclusion of women, people of color, and other underrepresented communities in the electorate change the political focus of our government?
- (US) How should the rights and responsibilities of individuals be balanced with those of the larger society? Who gets to decide? Should individual civil rights be decided by majority rule? Why or why not?

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*Since Time Immemorial Connections*

Middle School Curriculum

C4.6-8.3-5: Washington State History: Units 2 and 3