

SSS1: Uses critical reasoning skills to analyze and evaluate claims.

Enduring Understanding

- ▶ Knows that there are many points of view to an argument and can share one's own position with evidence.

Components

By the end of Kindergarten, students will:

SSS1.K.1 State and clarify one's point of view.

SSS1.K.2 Evaluate the fairness of one's point of view.

SSS1.K.3 State own viewpoints on fairness and listen to the viewpoints of classmates and teacher.

SSS1.K.4 Retell a sequence of events that have happened over time.

By the end of 1st grade, students will:

SSS1.1.1 Distinguish different points of view on one event.

SSS1.1.2 Use questioning strategies.

SSS1.1.3 Retell the sequence of events that have happened over time.

By the end of 2nd grade, students will:

SSS1.2.1 Explain how multiple points of view on local issues shape decisions made within a community.

SSS1.2.2 Construct an argument with reasons to support a point of view.

SSS1.2.3 Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.

Sample Questions

- (Kindergarten) How do wants and needs affect my decisions? Why did I make those choices? How are my choices different from the choices of my classmates, and why might that be?
- (Kindergarten) What is an important event on the calendar? What is coming up after that? How is this event connected to another?
- (Grade 1) Who should make rules?
- (Grade 1) What are some unique natural and human-made features in our community? How might the features change over time?
- (Grade 1) How do prior events affect our lives and different members of our community differently?
- (Grade 2) What rights and responsibilities do I have in and to my community? Where did those rights and responsibilities come from?
- (Grade 2) Why does the government help to support our schools and parks? How should that support be distributed?
- (Grade 2) How have geographic features and the way people live changed from long ago? Why?
- (Grade 2) How are the school experiences of your older friends and family different from the experiences you have today? Why?

Since Time Immemorial Connections

Elementary Curriculum

SSS1.K.1-4: Pathways 1 (1-4), 2 (1,3,4), and 3 (1,3,4)

SSS1.1.1-3: Pathways 1 (1-3), 2 (1-3), and 3 (1-3)

SSS1.2.1-3: Pathways 1 (1-3), 2 (1,2), and 3 (1)

SSS1: Uses critical reasoning skills to analyze and evaluate claims.

Enduring Understanding

- ▶ Knows that there are many sides to an argument and can share one's own side with evidence-based research.

Components

By the end of 3rd grade, students will:

SSS1.3.1 Explain the purpose of documents and the concepts used in them.

SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.

By the end of 4th grade, students will:

SSS1.4.1 Identify the concepts used in documents and sources.

SSS1.4.2 Evaluate primary and secondary sources.

By the end of 5th grade, students will:

SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.

SSS1.5.2 Construct arguments using claims and evidence from multiple sources.

SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

Sample Questions

- (Grade 3) Why is it important to vote? What information do you need to have to make you an informed voter?
- (Grade 3) Why might different sources have different information about the same historical events or topics?
- (Grade 4) How do the laws in our communities help or hurt different groups of people?
- (Grade 4) How do artifacts, primary sources, and secondary sources tell the stories of our state?
- (Grade 5) Looking at multiple sources, how do the ideals stated in the Declaration of Independence and the United States Constitution still apply today? Do they apply equally to everyone?
- (Grade 5) What are the positive, negative, and neutral results of economic decisions made during the colonial period?
- (Grade 5) Looking at different maps, how did the movement of the colonists to the Americas force the movement of tribal people from their land?

Since Time Immemorial Connections

Elementary Curriculum

SSS1.3.2: Pathways 1, 2, and 3

SSS1.4.1-2: Washington State History: Units 1, 2, and 3

SSS1.5.1-3: U.S. History: Units 1, 2, and 3

SSS2: Uses inquiry-based research.

Enduring Understanding

- ▶ Knows how to ask quality questions and find appropriate materials to find answers to those questions.

Components

By the end of Kindergarten, students will:

SSS2.K.1 Demonstrate how to ask questions about the classroom and school community.

By the end of 1st grade, students will:

SSS2.1.1 Explain how questions are used to find out information.

SSS2.1.2 Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.

SSS2.1.3 Explain what a compelling question is and why it is important.

By the end of 2nd grade, students will:

SSS2.2.1 Identify disciplinary ideas associated with a compelling question.

SSS2.2.2 Identify facts and concepts associated with a supporting question.

SSS2.2.3 Make connections between supporting questions and compelling questions.

SSS2.2.4 Ask and answer questions about claims or positions.

SSS2.2.5 Ask and answer questions about explanations.

Sample Questions

- (Kindergarten) How can I contribute to my school community?
- (Kindergarten) What is the difference between a want and a need?
- (Grade 1) What are the school rules?
- (Grade 1) What places in my school should be included on my school map?
- (Grade 1) What are the reasons people move to different places?
- (Grade 2) How does scarcity impact my decision-making?
- (Grade 2) How have earthquakes and other natural disasters affected the state of Washington?
- (Grade 2) Who are the people in my community who have made a positive difference?

Since Time Immemorial Connections

Elementary Curriculum

SSS2.K.1: Pathways 1 (1), 2 (1), and 3 (1)

SSS2.1.1-3: Pathways 1 (2), 2 (2), and 3 (2)

SSS2.2.1-5: Pathways 1 (1,2,4,5), 2 (1,2,4,5), and 3 (1,2,4,5)

SSS2: Uses inquiry-based research.

Enduring Understanding

- ▶ Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.

Components

By the end of 3rd grade, students will:

SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and non-print texts.

SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).

By the end of 4th grade, students will:

SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.

SSS2.4.2 Identify the main ideas from a variety of print and non-print texts.

By the end of 5th grade, students will:

SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.

SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

SSS2.5.3 Critique arguments.

SSS2.5.4 Critique explanations.

Sample Questions

- (Grade 3) Why is it important to understand how and why trade impacts different cultural groups?
- (Grade 3) Using a Venn diagram, what are the similarities and differences of how tribal people interact with their environment?
- (Grade 4) What are the core virtues found in the Washington state constitution and foundational documents?
- (Grade 4) How can artifacts and primary sources, including oral and written language, help us understand and share historical events?
- (Grade 5) What sources would you need to explain how the Triangle Trade supported colonial agricultural production?
- (Grade 5) How well do maps in your classroom show how agricultural practices of the thirteen colonies forced the movement of African people as slave labor?

Since Time Immemorial Connections

Elementary Curriculum

SSS2.3.1: Pathways 1, 2 and 3

SSS2.4.2: Washington State History: Units 1, 2, and 3

SSS2.5.2-4: U.S. History: Units 1, 2, and 3

SSS3: Deliberates public issues.

Enduring Understanding

- ▶ Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.

Components

By the end of Kindergarten, students will:

SSS3.K.1 Share their own viewpoints and give respectful attention to the viewpoints of others.

By the end of 1st grade, students will:

SSS3.1.1 Engage in discussions to learn about different points of view on issues that impact their communities.

By the end of 2nd grade, students will:

SSS3.2.1 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address them.

SSS3.2.2 Identify ways to take action to help address local, regional, and global problems.

SSS3.2.3 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.

Sample Questions

- (Kindergarten) What does it mean to contribute to a classroom community?
- (Kindergarten) Why is it important to have common rules for playground games?
- (Grade 1) What are the resources that families use to get what they want and need?
- (Grade 1) What is the difference between a public place and a private place?
- (Grade 1) What factors might influence different opinions about what is good for my school and community?
- (Grade 2) How are the rules of my school the same and different as the rules in my community?
- (Grade 2) When a city or town grows, what changes occur in the environment?

Since Time Immemorial Connections

Elementary Curriculum

SSS3.K.1: Pathways 1 (1), 2 (1), and 3 (1)

SSS3.1.1: Pathways 1 (1), 2 (1), and 3 (1)

SSS3.2.1-3: Pathways 1, 2 (1,2), and 3

SSS3: Deliberates public issues.

Enduring Understanding

- ▶ Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.

Components

By the end of 3rd grade, students will:

SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.

By the end of 4th grade, students will:

SSS3.4.1 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created in addressing local, regional, and global problems at various times and places.

By the end of 5th grade, students will:

SSS3.5.1 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

SSS3.5.2 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

Sample Questions

- (Grade 3) What different traditions, beliefs, and celebrations have been brought from countries around the world to the United States? How have some become mainstream and others marginalized?
- (Grade 3) How is my timeline different from another classmate's timeline?
- (Grade 4) What are the economic conditions that would cause people to relocate to or within Washington state?
- (Grade 4) How did the Stevens Treaties with tribal people connect to the Boldt decision and current fishing rights?
- (Grade 5) What is the impact of settlement on the geography of the Americas? Is there a need to reverse these impacts? If so, what can you do about it?
- (Grade 5) How can you influence how different historical events are viewed and honored by the public?

Since Time Immemorial Connections

Elementary Curriculum

SSS3.3.1: Pathways 1, 2, and 3

SSS3.4.1: Washington State History: Units 1, 2, and 3

SSS3.5.1: U.S. History: Units 1, 2, and 3

SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.

Enduring Understanding

- ▶ Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one’s own knowledge and understanding.

Components

By the end of Kindergarten, students will:

SSS4.K.1 Use a graphic organizer to explain the beginning, middle, and end of a story.

By the end of 1st grade, students will:

SSS4.1.1 Determine the kinds of sources that will be helpful in answering compelling and supporting questions.

By the end of 2nd grade, students will:

SSS4.2.1 Gather relevant information from one or two sources while using the origin and structure to guide the selection.

SSS4.2.2 Evaluate a source by distinguishing between fact and opinion.

SSS4.2.3 Present a summary of an argument using print, oral, and digital technologies.

Sample Questions

- (Kindergarten) Where does my food grow and how does it get to me?
- (Kindergarten) What are some important events in your life?
- (Grade 1) What are different ways people can earn money?
- (Grade 1) How are goods brought in from different places?
- (Grade 1) How has my community’s history contributed to local celebrations and customs?
- (Grade 2) How does my contribution make my neighborhood community a better place?
- (Grade 2) What goods and services are produced locally and how do they support our community?
- (Grade 2) What kind of occupations are in my region and why are they located there?

Since Time Immemorial Connections

Elementary Curriculum

SSS4.K.1: Pathways 1, 2 (1), and 3

SSS4.1.1: Pathways 1, 2, and 3

SSS4.2.1-3: Pathways 1 (1), 2 (1,3), and 3

SSS4: Creates a product that uses social studies content to support a claim and presents the product in a manner that meaningfully communicates with a key audience.

Enduring Understanding

- ▶ Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one's own knowledge and understanding.

Components

By the end of 3rd grade, students will:

- SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.
- SSS4.3.2 Give clear attribution to sources within writing or presentations.
- SSS4.3.3 Use distinctions between fact and opinion to determine the credibility of multiple sources.

By the end of 4th grade, students will:

- SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.
- SSS4.4.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.).
- SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.

By the end of 5th grade, students will:

- SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.
- SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.
- SSS4.5.3 Use evidence to develop claims in response to compelling questions.
- SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Sample Questions

- (Grade 3) Why do we need different rules at home, at school, and in the community?
- (Grade 3) How does culture influence the choices people make?
- (Grade 4) How do new laws and rules affect various groups? (Examples may include tribes, religious groups, women, African Americans, etc.)
- (Grade 4) What resources existed to support the region's economy?
- (Grade 5) What does it mean to be a responsible citizen of the United States or a tribe?
- (Grade 5) How did British taxation policies influence the economy of the American colonies?

Since Time Immemorial Connections

Elementary Curriculum

SSS4.3.1: Pathways 1, 2, and 3

SSS4.4.1-3: Washington State History: Units 1, 2, and 3

SSS4.5.1-4: U.S. History: Units 1, 2, and 3