

# 7TH GRADE SOCIAL STUDIES SCOPE AND SEQUENCE SEATTLE PUBLIC SCHOOLS 2021

*In Fall 2019, OSPI revised K-12 Social Studies Learning Standards. The revised standards established a scope and sequence whereby 7th grade content would transition to a full year, two-semester course of Washington history. Seattle Public Schools officially adopted the Since Time Immemorial: Tribal Sovereignty in Washington State (STI) curriculum for every grade level, P – 12. The curriculum adoption emphasizes STI lessons, materials, and principles. The following guiding document is the result.*

*SPS Washington State History Course Description: Washington history begins with the first people of this land. Students will examine the tribal and colonial histories of Washington's past and their civic and social responsibilities to Washington's future. Their study includes an examination of tribal homelands, state and tribal constitutions, the struggle to balance indigenous land-based values and colonial land values, contemporary popular and tribal sovereignty issues, and the impact both have on sustainability. Through study of migration, social justice, urbanization, and human interactions with the environment, students will develop their own agency as well as enduring understandings of the core concepts and ideas in civics, economics, geography, and history as outlined in state social studies standards.*

## *Standards:*

*Washington State Standards for Social Studies (WSSS) – The identified WSSS Standards incorporate the College, Career, and Civic Life Framework (C3) and Common Core State Standards.*

*Since Time Immemorial Essential Understandings and Learning Outcomes: - Under RCW 28A.320.170 Washington requires that all common schools incorporate Since Time Immemorial: Tribal Sovereignty in Washington State into their core social studies curriculum.*

*American Indian Essential Understandings developed by The Smithsonian's National Museum of the American Indian are identified in inquiry blueprints or focused inquiries.*

## *STI Essential Questions / Understandings for All Grades:*

*How does physical geography affect Northwest tribes' culture, economy and settlement and trade locations?*

*What is the legal status of the tribes who negotiated or who did not enter into United States treaties?*

*What were the political, economic, and cultural forces that led to the treaties?*

*What are the ways in which tribes respond to the threats and outside pressure to extinguish their cultures and independence?*

*What do local tribes do to meet the challenges of reservation life; and, as sovereign nations, do to meet the economic and cultural needs of their tribal communities?*

*STI Middle School Learning Outcomes – By the end of middle school, all students will understand that:*

*according to the US Constitution, treaties are "the supreme law of the land" consequently treaty rights supersede most state laws.*

*tribal sovereignty has cultural, political, and economic bases.*

*tribes are subject to federal law and taxes, as well as some state regulations.*

*tribal sovereignty is ever evolving and therefore levels of sovereignty and status vary from tribe to tribe; and there were and are frequent and continued threats to tribal sovereignty that are mostly addressed through the courts.*

## Culturally Responsive Practices:

### Themes:

*The first people of this land have been here since time immemorial. When we use this lens to critically examine our past, present, and future, we decolonize history and re-indigenize its content.*

*Land values play a key role in how cultures interact with natural resources and the environment and frequently come into conflict:*

*Land-based values of indigenous peoples require symbiotic relationships with the environment, yielding the complex knowledge required to sustain themselves and their homelands for future generations.*

*Though western land values are moving toward sustainability, historically colonial land values, first prescribed through religion, claim dominion over land and resources and view land and resources as commodities to satisfy immediate needs and wants.*

*Authentic student investment in learning and civic involvement requires developing student agency so that they can build a better world.*

## Framework: The Historically Responsive Literacy Model.<sup>1</sup> emphasizes four core principles –

*Literacy as Identity Meaning-Making –help students to learn something about themselves and/or about others*

*Literacy as Skills –build students’ skills for the content area*

*Literacy as Intellect –build students’ knowledge and mental powers*

*Literacy as Criticality –engage students’ thinking about power and equity and the disruption of oppression*

### Anti-Racist Practices:

*To promote identity safety and reduce stereotype threat, teachers will use only the materials and resources identified, recommended, or provided by SPS or OSPI when teaching about American Indians. SPS developed the Native American Racial Equity Tool (NARET), to propose new or additional American Indian materials. The NARET facilitates critical evaluation of materials for anti-Indian bias. SPS also provides support documents and FAQs regarding this process. Contact building leadership to initiate the NARET.*

### Unit Design:

*Structure – There are 13 – 14 inquiries and one optional Project-Based Learning opportunity for the entire year. In this inaugural year only, teachers will conduct as many inquiries as are feasible and manageable for each of the five OSPI / STI Unit Themes. For 2021 – 2022, each blueprint will link to teacher and student feedback & reflection surveys. Beginning 2022 – 23, SPS expects all inquiries will be conducted in every Washington state history classroom.*

*Inquiry Design Model – The Inquiry Design Model (IDM)...focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013).*

*Enduring Understandings for each inquiry are overall concepts or themes that focus learning and provide an “end game” for teachers and learners.*

*IDM Blueprints or Focused Inquiry lessons were either created by SPS or selected from The State We’re In: Your Guide to State, Tribal, and Local Government.*

*Pacing Guide – This is a “year at a glance” suggested pacing guide throughout the academic year and includes relevant observances and commemorations.*

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<sup>1</sup> Muhammad, Godly. *Cultivating Genius – An Equity Framework for Culturally and Historically Responsive Literacy*. Scholastic, 2020.

*Assessments – Suggested formative and summative assessments and some exemplars are identified in the SPS IDM Blueprints.*

*Modifications – SPS developed suggested modification and differentiation strategies and materials to meet the needs of all diverse learners: those seeking greater scaffolding and support to those who seek intellectual challenge.*

*Taking Informed Action –All inquiries include specific materials, resources, and ideas for students to take meaningful civic action to address problems they care about.*

## Resources:

### Essential Texts:

*The State We're In: Your Guide to State, Tribal, and Local Government, 8th electronic edition League of Women Voters of Washington*

*Washington: A State of Contrasts, 2nd edition (specific sections only) Consult SPS's "Guidelines for Using Washington: A State of Contrasts" document when using this text in the classroom.*

### Recommended Texts:

*People of Cascadia (Bohan, 2009) is available on loan from the American Indian Resource Library.*

*Native Seattle (Thrush, 2017) is available on loan from the American Indian Resource Library.*

### Extension Resources:

*SPS's provides a growing collection of approved American Indian Resources on internal websites and in the American Indian Resource Library*

## Washington State History A: Fall Semester

### *Inquiry: The State We're In... SWI Focused Inquiry 1: How does the land we live on tell a story of tribal sovereignty?*

*Topics: Purpose of government, First governments of this land*

*Enduring Understandings: Since time immemorial tribes lived and thrived (and continue to thrive) on the land in communities where they continue to work for their common good.*

*Washington State Social Studies Standards: C4.6-8.2 Describe the relationship between the actions of people in Washington state and the ideals outlined in the Washington state constitution.*

### *OSPI Unit Theme: Tribal Homelands*

#### *Inquiry: IDM 2: What is sacred about the land beneath our feet?*

*Topics: Intro to Themes 1&2: "since time immemorial" and "student agency"*

*Enduring Understandings: Native American nations have been here since time immemorial and each has a complex and sacred relationship with the land.*

*Washington State Social Studies Standards: G1.6-8.4 Explain how human spatial patterns have emerged... G2.6-8.3 Explain and analyze how the environment has affected people...*

#### *Inquiry: IDM 3: Does Land Define People, or Do People Define Land?*

*Topics: Intro to Theme 3: "balancing land-based and colonial land values"*

*Enduring Understandings: Land values play a key role in how cultures interact with natural resources and the environment.*

*Washington State Social Studies Standards: SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event. G3.6-8.2 Explain how learning about geography of WA helps us understand global issues such as diversity, sustainability, and trade. H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by cultures and cultural groups...*

#### *Inquiry: IDM: 4 How Does Geography Influence Culture?*

*Topics: Geography, Climate, Cultural Connections*

*Enduring Understandings: Tribal place names reveal history and culture. Tribal territorial boundaries are not absolute. The study of the Pacific Northwest includes Cascadia, reaching from Alaska to Oregon.*

*Washington State Social Studies Standards: G1.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event. G3.6-8.2 Explain how learning about geography of WA helps us understand global issues such as diversity, sustainability, and trade. Cite specific textual evidence to support analysis of primary and secondary sources*

#### *Inquiry: IDM 5: Why Do the Foods We Eat Matter? (Native Knowledge 360°)*

*Topics: Importance of Salmon, Revival of cultural lifeways*

*Enduring Understandings: Salmon are paramount to Pacific Northwest Native communities and a key component of their cultural identity and political status as tribal nations. Threats to tribal salmon culture have taken many forms throughout history and continue to arise today. Despite such adversity, Native Nations of the Pacific Northwest have succeeded preserving their cultures and maintaining their sovereignty.*

*Washington State Social Studies Standards: E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources... G2.6-8.3 Explain and analyze how the environment has affected people and how human actions modify the physical environment... H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: Individuals and movements. SSS3.6-8.1 Engage in discussion, analyzing multiple viewpoints on public issues.*

## *OSPI Unit Theme: Territory and Treaty-Making (1854-1889)*

### *Inquiry: IDM 6: What happens when land values collide?*

*Topics: Tribal responses to Explorers, Fur Trade, Missionaries, Colonizers, Gold Rush, and Urbanization*

*Enduring Understandings: The introduction of guns, horses, and epidemics devastated Native Nations prior to American expansion into the Pacific Northwest. Tribes' responses and resistance to colonial invasion, resource depletion, and religious conversion kept tribal lifeways, language, and history alive.*

*Washington State Social Studies Standards: E2.6-8.4 Analyze how the forces of supply and demand have affected international trade... G2.6-8.4 Explain the role of immigration in shaping societies... G3.6-8.5 Explain examples of cultural diffusion... H1.6-8.4 Analyze a major historical event and how it is represented on timelines from different cultural perspectives, including those of indigenous people.*

### *Inquiry: OSPI IDM 7: How does history help us understand the present?*

*Topics: Stevens Treaties: Point No Point*

*Enduring Understandings: Treaties are constitutionally the "supreme law of the land" and protect tribes today. Tribal treaty negotiations were often coercive and deceptive, yet treaties continue to sustain tribal lifeways today.*

*Washington State Social Studies Standards: 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. H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.*

## *Washington State History B: Spring Semester*

OSPI Unit Theme: Railroads, reform, immigration, and labor (1889-1930)

*Inquiry: SWI Focused Inquiry 8: How does bias shape our understanding of a historical event? (Chief Leschi)*

*Topics: Statehood and Constitution Railroads Chinese Exclusion Women's Suffrage*

*Enduring Understandings: SWI: Washington's journey to statehood is a complex cultural, economic, political, environmental, and ecological story and its impact is still felt today. Statehood brought vast economic industry that permanently altered natural resources and land.*

*Washington State Social Studies Standards: G2.6-8.4 Explain the role of immigration in shaping societies in the past or present. H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted...*

*Inquiry: SWI Focused Inquiry Choice 9a: Why weren't German and Italian Americans relocated and incarcerated like Japanese Americans were?*

*Topics: Changes in population, economy, education, and social justice, Early 20th Century Washington, Japanese Internment, Urbanization and Expulsions*

*Enduring Understandings: Washington changed a great deal in many different ways in the 20th Century (culturally, economically, politically, environmentally and ecologically). Racism led to further marginalization of tribes and ethnic groups within Washington.*

*Washington State Social Studies Standards: H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by technology and ideas. H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted... SSS1.6-8.2 Evaluate the logic of reasons for a position on an issue or event.*

*OSPI Unit Theme: Turmoil and triumph (1930-1974)*

*Inquiry: SPS Inquiry Choice 9b: How do we measure progress?*

*Topics: Labor & Disproportionate Wealth Progressive Era Great Depression WWII US Federal Indian Policy*

*Enduring Understandings: Institutionalized racism limited or denied immigrants, tribes, and ethnic groups access to Progressive era policies. Wartime economies impacted Washington in many different ways.*

*Washington State Social Studies Standards: E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources... E4.6-8.3 Analyze the distribution of wealth and sustainability of resources...*

*Inquiry: SPS Inquiry 10: What really BOOMED in Washington after World War II?*

*Topics: Housing, Civil Rights, Workers' Rights, Women's Rights, Postwar Prosperity & Poverty, Access and Equity, Changing industry, US Federal Indian Policy*

*Enduring Understandings: Postwar prosperity was generally accessible only to white American families. Groups achieved social change in Washington as a result of organized resistance and activism. Federal Indian policy moved from termination to self-determination. Unrecognized tribes in Washington State continue to struggle for recognition.*

*Washington State Social Studies Standards: H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted... H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events. H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state...*



## *OSPI Unit Theme: New technologies and industries in contemporary Washington (1975-present)*

### *Inquiry: SWI Focused Inquiry 11: Can YOU live with restrictions?*

*Topics: Washington's Government, Government-to-government relationships*

*Enduring Understandings: When governing Washington today there is a need for a complex understanding of the cultural, economic, political, environmental, and ecological needs of our state.*

*Washington State Social Studies Standards (WSSS): SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event C4.6-8.3 Employ strategies for civic involvement that address a state or local issue. E1.6-8.2 Evaluate alternative approaches or solutions to current economic issues...*

### *Inquiry: SWI Focused Inquiry 12: How does tribal activity benefit Washington State economically?*

*Topics: Contemporary tribal government, Tribal Economies, US Federal Indian Policy*

*Enduring Understandings: The 29 federally recognized tribes within Washington enjoy a government-to-government relationship with all levels of government. Tribal activity today significantly benefits the economy, tribal members, and non-tribal members in Washington state.*

*Washington State Social Studies Standards (WSSS): C2.6-8.2 Distinguish the structure, organizations, powers, and limits of government at the local, state, and tribal levels. E3.6-8.2 Analyze the role of government in the economy of Washington state through taxation, spending, and policy setting...*

### *Inquiry: SWI Focused Inquiry 13: What additional service should be provided by my local government for my community or individuals?*

*Topics: County and local government and social services*

*Enduring Understandings: Participatory citizens are informed about local issues. Local governments provide services and keep us safe in many ways. Local governments are typically where citizens begin to affect change.*

*Washington State Social Studies Standards (WSSS): SSS2.6-8.1 Create and use research questions to guide inquiry on an issue or event. C4.6-8.2 Describe the relationship between the actions of people in Washington State and the ideals outlined in the Washington State constitution. SSS3.6-8.1 Engage in discussion, analyzing multiple viewpoints on public issues*

### *Project Based Learning OPTION: Is it possible to balance conflicting land values?*

*Topic: Sustainability*

*Enduring Understandings: While the state of Washington faces challenges with respect to the depletion of natural resources, both government agencies and individuals can create compromises that will have a positive impact on the physical environment well into the future. To sustain our world, there must be a balance between land-based and colonial land values.*

*Washington State Social Studies Standards (WSSS): SSS4.6-8.1 Analyze multiple factors, make generalizations and interpret sources to formulate a thesis in a paper or presentation... C4.6-8.3 Employ strategies for civic involvement that address a state or local issue. E1.6-8.1 Evaluate alternative approaches or solutions to current economic issues of Washington state... E4.6-8.3 Analyze the distribution of wealth and sustainability of resources...*