

This standards-correlation document demonstrates how Inquiry Journeys meets the Washington State K-12 Learning Standards for Social Studies. Correlation page references are to lessons from the digital curriculum. Correlations are designed to give specific examples of how Inquiry Journeys addresses state standards, but are not exhaustive.

Social Studies Skills

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

Washington Standard	Inquiry Journeys Evidence
SSS1.3.1 Explain the purpose of documents and the concepts used in them.	<p>"Segregation" Lesson ("The 20th Century Civil Rights Movement," Module 2)</p> <p>"Trailblazer: Ruby Bridges" Lesson ("The 20th Century Civil Rights Movement," Module 3)</p>
SSS1.3.2 Evaluate if information is well accepted and relevant, or if information is clear, specific, and detailed.	<p>"A Closer Look at Ellis Island" Lesson ("Migration and Movement," Module 3)</p> <p>"Civil Disobedience: Rosa Parks and Claudette Colvin" Lesson ("The 20th Century Civil Rights Movement," Module 3)</p>
SSS1.4.1 Identify the concepts used in documents and sources.	<p>"Historical Sources and Perspectives" Lesson ("Our State's History," Module 5)</p> <p>"The Dust Bowl: Part 1 & 2" Lessons ("Natural Resources of the US, Module 4)</p>
SSS1.4.2 Evaluate primary and secondary sources.	<p>"Independent Investigation of Native American History: Part 1 & 2" Lessons ("Our State's History," Module 2)</p> <p>"Learning More About the Impact of Slavery" Lesson ("Our State's History," Module 4)</p>
SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.	<p>"Analyzing Actions and Reactions" Lesson ("American Revolution," Module 2)</p> <p>"Respond, Reflect, Assess" Lesson ("American Revolution," Module 2)</p>

SSS1.5.2 Construct arguments using claims and evidence from multiple sources.	<p>“Identifying Perceptions of the ‘First Thanksgiving’” Lesson (“Native America,” Module 5)</p> <p>“Exploring More Primary and Secondary Sources” Lesson (“Native America,” Module 5)</p> <p>“Comparing Narratives” Lesson (“Native America,” Module 5)</p> <p>“Constructing a Claim” Lesson (“Native America,” Module 5)</p>
SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<p>“Seeds of Revolution” Lesson (“American Revolution,” Module 2)</p> <p>“Reflecting on the Success of the War” Lesson (“American Revolution,” Module 3)</p>
SSS2: Uses inquiry-based research.	
Washington Standard	Inquiry Journeys Evidence
SSS2.3.1 Use a graphic organizer to organize main ideas and supporting details from a variety of print and nonprint texts.	<p>“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4)</p> <p>“Tracking the Global Banana Split” Lesson (“Global Connections,” Module 4)</p> <p>“Independent Investigation into Immigration Stories” Lesson (“Migration and Movement,” Module 2)</p>
SSS2.3.2 Explain how and why compelling questions are important to others (e.g., peers, adults).	<p>“Reflecting on Maps” Lesson (“Global Connections,” Module 2)</p> <p>“Multicultural Communities” Lesson (“Migration and Movement,” Module 5)</p>
SSS2.4.1 Identify disciplinary concepts and ideas associated with a compelling question or supporting questions that are open to different interpretations.	<p>“Water Scarcity Webquest” Lesson (“Natural Resources of the US,” Module 4)</p> <p>“Constructing a Claim” Lesson (“Our State’s History,” Module 5)</p>
SSS2.4.2 Identify the main ideas from a variety of print and non-print texts	<p>“Oral Storytelling in Native American Culture” Lesson (“Our State’s History,” Module 2)</p> <p>“Historical Events and Developments Jigsaw” Lesson (“Our State’s History,” Module 3)</p>
SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.	<p>“Identifying Perceptions of the ‘First Thanksgiving’” Lesson (“Native America,” Module 5)</p> <p>“The Evolution of Voting Rights” Lesson (“Rights and Responsibilities,” Module 4)</p>
SSS2.5.2 Determine the kinds of sources that will be helpful in answering	“Independent Revolutionary Investigation” Lesson (“American Revolution,” Module 4)

compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	“Presenting on Indigenous Cultural Areas: Part 1 & 2” Lesson (“Native America,” Module 2)
SSS2.5.3 Critique arguments.	<p>“Creating a Painting Proposal” and “Critique, Revise, Reflect” Lesson (“American Revolution,” Module 4)</p> <p>“Recognizing and Addressing Barriers to Voting” and “Critique, Revise, and Reflect” Lesson (“Rights and Responsibilities,” Module 4)</p>
SSS2.5.4 Critique explanations.	<p>“Analyzing and Documenting Artifacts” and “Artifact Analysis Critique” Lessons (“Native America,” Module 4)</p> <p>“Jamestown and Plymouth Infographic” and “Small-Group Critique and Revision” Lessons (“The Colonial Era,” Module 3)</p>
SSS3: Deliberates public issues.	
Washington Standard	Inquiry Journeys Evidence
SSS3.3.1 Engage others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.	<p>“Bringing Communities Together” Lesson (“Migration and Movement,” Module 5)</p> <p>“Kids Speak out for Change” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p>
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.	<p>“Sustainable Practices in Cities” and “Sustainable Practices in Industries” Lesson (“Natural Resources of the US,” Module 5)</p> <p>“Synthesizing Findings and Drawing Conclusions” Lesson (“Natural Resources of the US,” Module 5)</p>
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.	<p>“Finding our Voices” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p> <p>“Positive Footsteps” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p> <p>“Constructing the Inquiry Challenge Statement” Lesson (All 3-5 Inquiries, Module 5)</p> <p>Note: Additionally, Module 6 of every Grade K-2 Inquiry guides students to take Informed Action based on the Inquiry Challenge they issue.</p>
SSS3.5.2 Use a range of deliberative and democratic procedures to make decisions about and act on civic	“Sustainable Practices at Home” and “Sustainable Practices in the Lunchroom” Lesson (“Natural Resources of the US,” Module 5)

problems in their classrooms and schools.	“Constructing the Inquiry Challenge Statement” Lesson (All 3-5 Inquiries, Module 5)
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.	
Washington Standard	Inquiry Journeys Evidence
SSS4.3.1 Draw conclusions using clear, specific, and accurate examples in a paper or presentation.	<p>“Reflecting on Geography and Culture” and “Travel Plan Partner Critique” Lessons (“Global Connections,” Module 3)</p> <p>“Supporting the Claim” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p>
SSS4.3.2 Give clear attribution to sources within writing or presentations.	<p>“Changemakers of the Civil Rights Movement” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Supporting the Claim” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p>
SSS4.3.3 Use distinctions between fact and opinion to determine the credibility of multiple sources.	<p>“Segregation” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Trailblazer: Ruby Bridges” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p>
SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.	<p>“Region Investigation” Lesson (“Natural Resources of the US,” Module 3)</p> <p>“Constructing a Claim” Lesson (“Our State’s History,” Module 5)</p>
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.).	Note: inquirED suggests a flex lesson to address this standard.
SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions	<p>“Natural Resources Investigation” and “Further Research: Confirming Findings” Lessons (“Natural Resources of the US,” Module 3)</p> <p>“State History Investigation Stations” Lesson (“Our State’s History,” Module 3)</p>
SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.	<p>“Identifying Perceptions of the ‘First Thanksgiving’” Lesson (“Native America,” Module 5)</p> <p>“Exploring More Primary and Secondary Sources” Lesson (“Native America,” Module 5)</p> <p>“Comparing Narratives” Lesson (“Native America,” Module 5)</p> <p>“Constructing a Claim” Lesson (“Native America,” Module 5)</p>

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.	<p>“Winning the War: Part 1 & 2” Lessons (“American Revolution,” Module 3)</p> <p>Note: inquirED suggests a flex lesson to further address this standard.</p>
SSS4.5.3 Use evidence to develop claims in response to compelling questions.	“Constructing a Claim” Lesson (“Native America,” Module 5)
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).	<p>“Constructing the Inquiry Challenge Statement” (All Grade K-2 Inquiries, Module 5)</p> <p>Note: Additionally, Module 6 of every Grade K-2 Inquiry guides students to take Informed Action based on the Inquiry Challenge they issue.</p>

Civics K-2

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

Washington Standard	Inquiry Journeys Evidence
C1.3.1 Recognize the key ideals of unity and diversity.	<p>“Understanding Each Other’s Stories” Lesson (“Global Connections,” Module 5)</p> <p>“Multicultural Communities” Lesson (“Migration and Movement,” Module 5)</p> <p>“Embracing Diversity and Inclusion” Lesson (“Migration and Movement,” Module 5)</p>
C1.3.2 Recognize and apply the key ideals of unity and diversity within the context of the community.	<p>“Synthesizing Findings and Drawing Conclusions” Lesson (“Migration and Movement,” Module 5)</p> <p>“Reflecting on Equality” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p>
C1.3.3 Use deliberative processes when making decisions or reaching judgment as a group.	“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)
C1.3.4 Identify core virtues and democratic principles found in classroom and school rules.	<p>“Voting Rights” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Reflecting on Equality” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p>
C1.4.1 Apply civic virtues and	“Kid Citizens” Lesson (“Rights and Responsibilities,” Module 5)

democratic principles within the classroom setting.	“Pulling it All Together” Lesson (“Rights and Responsibilities,” Module 5)
C1.4.2 Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.	“Hook Activity: Our Founding Principles” Lesson (“Rights and Responsibilities,” Module 1) “Exploring the Preamble” Lesson (“Rights and Responsibilities,” Module 2)
C1.4.3 Use deliberative processes when making decisions or reaching judgment as a group.	“Generating Investigation Questions” Lesson (All 3-5 Inquiries, Module 1) “Constructing the Inquiry Challenge Statement” Lesson (All 3-5 Inquiries, Module 5)
C1.4.4 Describe and apply the key ideals of unity and diversity within the context of the State of Washington.	“Reflecting on Freedom” Lesson (“Our State’s History,” Module 4) “Reflecting on State History” Lesson (“Our State’s History,” Module 5)
C1.4.5 Describe the key ideals of rights set forth in Article I of the Washington state constitution.	Note: inquirED suggests a flex lesson to address this standard.
C1.5.1 Apply civic virtues and democratic principles in school.	“Making our own Declarations” Lesson (“American Revolution,” Module 5) “Kid Citizens” Lesson (“Rights and Responsibilities,” Module 5)
C1.5.2 Identify core virtues and democratic principles found in foundational national documents that guide government, societies, and communities.	“Ideals of the Declaration of Independence” Lesson (“American Revolution,” Module 5) “Exploring the Preamble” Lesson (“Rights and Responsibilities,” Module 2)
C1.5.3 Use deliberative processes when making decisions or reaching judgment as a group.	“Generating Investigation Questions” Lesson (All 3-5 Inquiries, Module 1) “Constructing the Inquiry Challenge Statement” Lesson (All 3-5 Inquiries, Module 5)
C1.5.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.	“Supporting Claims” Lesson (“Rights and Responsibilities,” Module 3) “Kid Citizens” Lesson (“Rights and Responsibilities,” Module 5) “Pulling it all Together” Lesson (“Rights and Responsibilities,” Module 5)
C1.5.5 Describe and apply the key ideals of unity and diversity within the context	“The Power of the People” Lesson (“Rights and Responsibilities,” Module 2)

of the United States	<p>“Know Your Rights” Lesson (“Rights and Responsibilities,” Module 3)</p> <p>“Pulling it All Together” Lesson (“Rights and Responsibilities,” Module 5)</p>
C2: Understands the purposes, organization, and function of governments, laws, and political systems.	
Washington Standard	Inquiry Journeys Evidence
C2.3.1 Describe the basic organization of government in the community or city.	“Who Does What in Government” Lesson (“Rights and Responsibilities,” Module 5)
C2.3.2 Identify the basic function of government and laws in the community or city.	“Who Does What in Government” Lesson (“Rights and Responsibilities,” Module 5)
C2.3.3 Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.	“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)
C2.3.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	<p>“Positive Footsteps” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p> <p>“First Amendment in Action” Lesson (“Rights and Responsibilities,” Module 3)</p>
C2.4.1 Distinguish the responsibilities and power of state, local, and tribal government.	<p>“Breaking Down the Branches of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p>
C2.4.2 Describe how and why local, state, and tribal governments make, interpret, and carry out policies, rules, and laws.	<p>“Voting Rights” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Analyzing Rights and Freedom in Early State History” Lesson (“Our State’s History,” Module 4)</p>
C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.	<p>“Rights and Responsibilities” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Reflecting on Equality” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p>
C2.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<p>“Breaking Down the Branches of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p>

C2.5.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	<p>"The Power of the People" Lesson ("Rights and Responsibilities," Module 3)</p> <p>"Introduction to Voting" Lesson ("Rights and Responsibilities," Module 4)</p> <p>"Defining Civic Participation" Lesson ("Rights and Responsibilities," Module 5)</p>
C2.5.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	<p>"Exploring the Preamble" Lesson ("Rights and Responsibilities," Module 2)</p> <p>"First Amendment in Action" Lesson ("Rights and Responsibilities," Module 3)</p> <p>"Know Your Rights" Lesson ("Rights and Responsibilities," Module 3)</p>
C2.5.4 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	<p>"Exploring the Preamble" Lesson ("Rights and Responsibilities," Module 2)</p> <p>"Reflecting on the Design of Government" Lesson ("Rights and Responsibilities," Module 2)</p>
C2.5.5 Describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)	<p>"Breaking Down the Branches of Government" Lesson ("Rights and Responsibilities," Module 2)</p>
C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.	
Washington Standard	Inquiry Journeys Evidence
C3.3.1 Explain that tribes have lived in North America since time immemorial.	"The Not-So-New World" Lesson ("Colonial Era," Module 2)
C3.3.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.	Note: inquirED suggests a flex lesson to address this standard.
C3.3.3 Explain how tribes of North America work to help the people of their tribes.	Note: inquirED suggests a flex lesson to address this standard.
C3.4.1 Recognize that tribes have lived	"The Not-So-New World" Lesson ("Colonial Era," Module 2)

in North America since time immemorial.	
C3.4.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.	Note: inquirED suggests a flex lesson to address this standard.
C3.4.3 Explain how tribes of Washington state and the government of the United States are on the same level (nation-to-nation).	Note: inquirED suggests a flex lesson to address this standard.
C3.4.4 Demonstrate that tribal sovereignty is “a way that tribes govern themselves in order to keep and support their ways of life.”	Note: inquirED suggests a flex lesson to address this standard.
C3.4.5 Define the complexity of sovereignty for federally recognized tribes in Washington state. Identify ways in which the United States Constitution recognizes tribal sovereignty as unique from other types of sovereignty.	Note: inquirED suggests a flex lesson to address this standard.
C3.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<p>“Breaking Down the Branches of Government” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Government in Daily Life” Lesson (“Rights and Responsibilities,” Module 5)</p> <p>“Who Does What in Government” Lesson (“Rights and Responsibilities,” Module 5)</p>
C3.5.2 Discuss how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.	<p>“Introduction to Voting” Lesson (“Rights and Responsibilities,” Module 4)</p> <p>“The Evolution of Voting Rights” Lesson (“Rights and Responsibilities,” Module 4)</p> <p>“Recognizing and Addressing Barriers to Voting” Lesson (“Rights and Responsibilities,” Module 4)</p>
C3.5.3 Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships.	<p>“Hook Activity: Our Founding Principles” Lesson (“Rights and Responsibilities,” Module 1)</p> <p>“Exploring the Preamble” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Reflecting on the Design of Government” Lesson (“Rights and Responsibilities,” Module 2)</p>

C4: Understands civic involvement.

Washington Standard	Inquiry Journeys Evidence
C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.	"Voting Rights" Lesson ("The 20th Century Civil Rights Movement," Module 2) "Changemakers of the Civil Rights Movement" Lesson ("The 20th Century Civil Rights Movement," Module 3) "Kids Take Action" Lesson ("The 20th Century Civil Rights Movement," Module 5)
C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.	"Rights and Responsibilities" Lesson ("The 20th Century Civil Rights Movement," Module 2) "Voting Rights" Lesson ("The 20th Century Civil Rights Movement," Module 2)
C4.3.3 Demonstrate that voting is a civic duty.	"Voting Rights" Lesson ("The 20th Century Civil Rights Movement," Module 2)
C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.	"Rights and Responsibilities" Lesson ("The 20th Century Civil Rights Movement," Module 2) "Voting Rights" Lesson ("The 20th Century Civil Rights Movement," Module 2)
C4.4.2 Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good.	"The Power of the People" Lesson ("Rights and Responsibilities," Module 2) "Defining Civic Participation" Lesson ("Rights and Responsibilities," Module 5) "Kid Citizens" Lesson ("Rights and Responsibilities," Module 5)
C4.4.3 Explain that the purpose of treaty-making is to create mutually beneficial agreements of responsibilities and freedoms.	Note: inquirED suggests a flex lesson to address this standard.
C4.4.4 Explain that tribes work within specific structures of governments to create, manage, and enforce their own laws that are best for their people.	Note: inquirED suggests a flex lesson to address this standard.
C4.5.1 Demonstrate how civic participation relates to rights and responsibilities.	"Defining Civic Participation" Lesson ("Rights and Responsibilities," Module 5) "Kid Citizens" Lesson ("Rights and Responsibilities," Module 5)
C4.5.2 Compare procedures for making	"Analyzing Actions and Reactions" Lesson ("American

decisions in a variety of settings, including classroom, school, government, and society.	Revolution,” Module 2)
C4.5.3 Analyze and evaluate ways of influencing national governments and international organizations to establish or preserve individual rights and promote the common good.	<p>“The Power of the People” Lesson (“Rights and Responsibilities,” Module 2)</p> <p>“Introduction to Voting” Lesson (“Rights and Responsibilities,” Module 4)</p> <p>“Pulling it All Together” Lesson (“Rights and Responsibilities,” Module 5)</p>
C4.5.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	<p>“Defining Civic Participation” Lesson (“Rights and Responsibilities,” Module 5)</p> <p>“Constructing the Inquiry Challenge Statement” (All Grade K-2 Inquiries, Module 5)</p> <p>Note: Additionally, Module 6 of every Grade K-2 Inquiry guides students to take Informed Action based on the Inquiry Challenge they issue.</p>

Economics K-2

E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Washington Standard	Inquiry Journeys Evidence
E1.3.1 Identify the costs and benefits of individual choices.	<p>“Reflecting on How We Make Economic Choices” Lesson (“Economic Choices,” Module 4)</p> <p>“Distinguishing Needs and Wants” Lesson (“Economic Choices,” Module 4)</p> <p>“Making Economic Choices That Work Toward Goals” Lesson (“Economic Choices,” Module 5)</p>
E1.3.2 Identify positive and negative incentives that influence the decisions people make.	<p>“Exploring Producers” Lesson (“Economic Choices,” Module 3)</p> <p>“Opportunity Cost” Lesson (“Economic Choices,” Module 4)</p>
E.1.3.3 Describe how individual choices are influenced by various cultural norms.	<p>“The Power of Influence” Lesson (“Economic Choices,” Module 4)</p> <p>“The Power of Advertising” Lesson (“Economic Choices,” Module 4)</p>
E1.4.1 Analyze and explain the costs and benefits of people’s decisions to move	“Push and Pull Factors” Lesson (“Migration and Movement,” Module 2)

and relocate to meet their needs and wants.	“New Opportunities as a Pull Factor” Lesson (“Migration and Movement,” Module 2)
E1.4.2 Compare the costs and benefits of individual choices.	“Budgeting, Spending, Saving” Lesson (“Economic Choices,” Module 5) “Reflecting on How We Make Economic Choices” Lesson (“Economic Choices,” Module 4)
E1.4.3 Compare positive and negative incentives that influence the decisions people make.	“The Power of Influence” Lesson (“Economic Choices,” Module 4) “The Power of Advertising” Lesson (“Economic Choices,” Module 4)
E1.5.1 Analyze and explain the benefits of the decisions that colonists made to meet their wants and needs.	“The Columbian Exchange” Lesson (“The Colonial Era,” Module 2) “Characteristics of Colonial Regions” Lesson (“The Colonial Era,” Module 4) “Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)
E1.5.2 Explain how people have to make choices between wants and needs, and evaluate the outcomes or consequences of those choices.	“Distinguishing Needs and Wants” Lesson (“Economic Choices,” Module 4) “Reflecting on How We Make Economic Choices” Lesson (“Economic Choices,” Module 4)
E1.5.3 Evaluate the costs and benefits of individual choices.	“Exploring Producers” and “Producer Plan Critique” Lessons (“Economic Choices,” Module 3) “Budgeting, Spending, and Saving” Lesson (“Economic Choices,” Module 5)
E1.5.4 Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.	“The Power of Influence” Lesson (“Economic Choices,” Module 4) “The Power of Advertising” Lesson (“Economic Choices,” Module 4)

E2: Understands the components of an economic system.

Washington Standard	Inquiry Journeys Evidence
E2.3.1 Recognize how the economic systems of groups are influenced by community and cultural laws, values, and customs.	“Reflecting on Economic Interactions” Lesson (“Economic Choices,” Module 2) “Helping our Community Meet Goals” Lesson (“Economic Choices,” Module 5)
E2.3.2 Identify examples of the variety of resources (human capital, physical	“Exploring Producers and Consumers” Lesson (“Economic Choices,” Module 2)

capital, and natural resources) that are used to produce goods and services.	<p>“Exploring Producers” Lesson (“Economic Choices,” Module 3)</p> <p>“Opportunity Cost” Lesson (“Economic Choices,” Module 4)</p>
E2.3.3 Explain why individuals and businesses specialize and trade.	<p>“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4)</p> <p>“Tracking the Global Banana Split” Lesson (“Global Connections,” Module 4)</p> <p>“Unpacking the Story of Cotton” Lesson (“Global Connections,” Module 4)</p> <p>“Reflecting on Interdependence” Lesson (“Global Connections,” Module 4)</p>
E2.3.4 Explain the role of money in making exchange easier.	<p>“The Role of Banks” Lesson (“Economic Choices,” Module 5)</p>
E2.3.5 Explain how profits influence sellers in markets.	<p>“The Power of Influence” Lesson (“Economic Choices,” Module 4)</p> <p>“The Power of Advertising” Lesson (“Economic Choices,” Module 4)</p>
E2.3.6 Identify examples of external benefits (acquired relationships) and costs (things given up).	<p>“Exploring Entrepreneurs” Lesson (“Economic Choices,” Module 3)</p> <p>“Opportunity Cost” Lesson (“Economic Choices,” Module 4)</p>
E2.3.7 Describe the role of financial institutions in an economy.	<p>“Reflecting on How We Make Economic Choices” Lesson (“Economic Choices,” Module 4)</p> <p>“The Role of Banks” Lesson (“Economic Choices,” Module 5)</p>
E2.4.1 Compare different historic economic systems in Washington state tribes.	<p>Note: inquirED suggests a flex lesson to address this standard.</p>
E2.4.2 Identify the basic elements of Washington state’s economic system, including agriculture, businesses, industry, natural resources, and labor.	<p>“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)</p> <p>“Exploring Historical Industries of our Region” Lesson (“Economic Choices,” Module 3)</p>
E2.4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services in Washington state.	<p>“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)</p> <p>“Working Toward Personal and Community Goals” Lesson (“Economic Choices,” Module 5)</p>
E2.4.4 Explain why individuals and	<p>“A Market Economy” Lesson (“Economic Choices,” Module 2)</p>

businesses specialize and trade in Washington state.	"Exploring our Region's Economic Story" Lesson ("Economic Choices," Module 3)
E2.4.5 Explain the relationship between investment in human capital, productivity, and future incomes.	"Helping our Community Meet Goals" Lesson ("Economic Choices," Module 5)
E2.5.1 Describe how colonial American economic systems worked.	"The Columbian Exchange" Lesson ("The Colonial Era," Module 2) "Characteristics of Colonial Regions" Lesson ("The Colonial Era," Module 4) "Regional Economies" Lesson ("The Colonial Era," Module 4)
E2.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	"Exploring Producers and Consumers" Lesson ("Economic Choices," Module 2) "Exploring Producers" Lesson ("Economic Choices," Module 3) "Characteristics of Colonial Regions" Lesson ("The Colonial Era," Module 4) "Regional Economies" Lesson ("The Colonial Era," Module 4)
E2.5.3 Explain why individuals and businesses specialize and trade.	"A Market Economy" Lesson ("Economic Choices," Module 2) "Reflecting on Economic Interactions" Lesson ("Economic Choices," Module 2) "Characteristics of Colonial Regions" Lesson ("The Colonial Era," Module 4) "Regional Economies" Lesson ("The Colonial Era," Module 4)
E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.	"Characteristics of Colonial Regions" Lesson ("The Colonial Era," Module 4) "Regional Economies" Lesson ("The Colonial Era," Module 4) "Reflecting on Colonial Regions" Lesson ("The Colonial Era," Module 4)
E3: Understands the government's role in the economy.	
Washington Standard	Inquiry Journeys Evidence
E3.3.1 Describe how local taxation supports one's community.	"Government as a Producer and a Consumer" Lesson ("Economic Choices," Module 2) "Helping our Community Meet Goals" Lesson ("Economic

	Choices,” Module 5)
E3.3.2 Explain the ways in which the government pays for the goods and services it provides.	“Government as a Producer and a Consumer” Lesson (“Economic Choices,” Module 2)
E3.4.1 Describe how people and businesses support Washington state government through taxation.	“Government as a Producer and a Consumer” Lesson (“Economic Choices,” Module 2)
E3.4.2 Explain the meaning of inflation, deflation, and unemployment.	Note: inquirED suggests a flex lesson to address this standard.
E3.4.3 Describe ways government can improve productivity by using capital goods and human capital.	“Government as a Producer and a Consumer” Lesson (“Economic Choices,” Module 2)
E3.5.1 Describe the impact of the British government on the economy of the American colonies.	“Seeds of Revolution” Lesson (“American Revolution,” Module 2) “Analyzing Actions and Reactions” Lesson (“American Revolution,” Module 2)
E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.	“Seeds of Revolution” Lesson (“American Revolution,” Module 2) “Analyzing Actions and Reactions” Lesson (“American Revolution,” Module 2)
E3.5.3 Explain what interest rates are.	“The Role of Banks” Lesson (“Economic Choices,” Module 5)
E4: Understands the economic issues and problems that all societies face.	
Washington Standard	Inquiry Journeys Evidence
E4.3.1 Identify the positive and negative impacts of trade among and between cultural groups.	“Tracking the Global Banana Split” Lesson (“Global Connections,” Module 4) “Unpacking the Story of Cotton” Lesson (“Global Connections,” Module 4) “Reflecting on Interdependence” Lesson (“Global Connections,” Module 4)
E4.3.2 Explain how trade leads to increasing economic interdependence among cultural groups.	“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4) “Reflecting on Interdependence” Lesson (“Global Connections,” Module 4)
E4.3.3 Explain the effects of increasing economic interdependence on different groups within participating cultural groups.	“Unpacking the Story of Cotton” Lesson (“Global Connections,” Module 4)

E4.4.1 Explain how geography, natural resources, climate, and available labor contributed to the exploitation of resources in the Pacific Northwest.	<p>“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)</p> <p>“Exploring Historical Industries of our Region” Lesson (“Economic Choices,” Module 3)</p>
E4.4.2 Explain the economic issues that different communities within the Pacific Northwest faced.	<p>“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)</p> <p>“Exploring Historical Industries of our Region” Lesson (“Economic Choices,” Module 3)</p>
E4.4.3 Explain how trade led to increasing economic interdependence among groups within the Pacific Northwest.	<p>“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4)</p> <p>“Reflecting on Interdependence” Lesson (“Global Connections,” Module 4)</p>
E4.5.1 Explain how trade leads to increasing economic interdependence among nations.	<p>“Global Trade and Interdependence” Lesson (“Global Connections,” Module 4)</p> <p>“Reflecting on Interdependence” Lesson (“Global Connections,” Module 4)</p>
E4.5.2 Explain the effects of increasing economic interdependence on different groups within participating nations.	<p>“Tracking the Global Banana Split” Lesson (“Global Connections,” Module 4)</p> <p>“Unpacking the Story of Cotton” Lesson (“Global Connections,” Module 4)</p> <p>“Reflecting on Interdependence” Lesson (“Global Connections,” Module 4)</p>
E4.5.3 Describe ways people can increase productivity by using improved capital goods and improving their human capital.	<p>“Characteristics of Colonial Regions” Lesson (“The Colonial Era,” Module 4)</p> <p>“Regional Economies” Lesson (“The Colonial Era,” Module 4)</p> <p>“Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)</p>

Geography K-2

G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.

Washington Standard	Inquiry Journeys Evidence
G1.3.1 Examine and use maps and globes	“Map Scavenger Hunt” Lesson (“Natural Resources of the US,”

to understand the regions of North America in the past and present.	Module 2)
G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.	<p>“Region Investigation” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Exploring States Within a Region” Lesson (“Natural Resources of the US,” Module 2)</p>
G1.4.1 Construct and use maps to explain the movement of peoples	<p>“Identifying the First Known People of our State” Lesson (“Our State’s History,” Module 2)</p> <p>“Reflecting on Connections to the Land” Lesson (“Our State’s History,” Module 2)</p>
G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.	<p>“Region Investigation” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Exploring States Within a Region” Lesson (“Natural Resources of the US,” Module 2)</p>
G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.	<p>“The Columbian Exchange” Lesson (“The Colonial Era,” Module 2)</p> <p>“The Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)</p> <p>“Winning the War: Part 1 & 2” Lessons (“American Revolution,” Module 3)</p>
G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.	<p>“Characteristics of Colonial Regions” Lesson (“The Colonial Era,” Module 4)</p> <p>“Regional Economies” Lesson (“The Colonial Era,” Module 4)</p> <p>“Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)</p> <p>“Social Roles in Colonial America” Lesson (“The Colonial Era,” Module 5)</p>
G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.	“Reflecting on Maps” Lesson (“Global Connections,” Module 2)
G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	<p>“Diversity Across Indigenous America” Lesson (“Native America,” Module 2)</p> <p>“The Columbian Exchange” Lesson (“The Colonial Era,” Module 2)</p>

	"The Rise of the Slave Trade" Lesson ("The Colonial Era," Module 4)
G2: Understands human interaction with the environment.	
Washington Standard	Inquiry Journeys Evidence
G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.	<p>"Deeper Connections Between Geography Culture" Lesson ("Global Connections," Module 3)</p> <p>"Further Research on Geography and Culture" Lesson ("Global Connections," Module 3)</p>
G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.	"Identifying Physical and Human Characteristics" Lesson ("Global Connections," Module 3)
G2.3.3 Compare the traditions, beliefs, and values of cultural groups in North America.	<p>"Native American Cultures of our Region" Lesson ("Our State's History," Module 2)</p> <p>"Reflecting on Connections to the Land" Lesson ("Our State's History," Module 2)</p>
G2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.	<p>"Exploring States Within a Region" Lesson ("Natural Resources of the US," Module 2)</p> <p>"Reflecting on Connections to the Land" Lesson ("Our State's History," Module 2)</p>
G2.4.2 Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.	<p>"US Policy and Native Americans' Freedom" Lesson ("Our State's History," Module 4)</p> <p>"Native American Resistance" Lesson ("Our State's History," Module 4)</p>
G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.	<p>"Comparing Narratives" Lesson ("Native America," Module 5)</p> <p>"The Not-So-New World" Lesson ("The Colonial Era," Module 2)</p> <p>"Recovering Stories" Lesson ("The Colonial Era," Module 5)</p> <p>"Reflecting on Complexity" Lesson ("The Colonial Era," Module 5)</p>
G2.5.2 Explain how culture influences the way people modify and adapt to their environments.	<p>"Water Scarcity Webquest" Lesson ("Natural Resources of the US," Module 4)</p> <p>"Reflecting on Colonial Regions" Lesson ("The Colonial Era," Module 4)</p>

G2.5.3 Explain how the cultural and environmental characteristics of places change over time.	<p>“Voting Rights” Lesson (“The 20th Century Civil Rights Movement,” Module 2)</p> <p>“Changemakers of the Civil Rights Movement” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p>
G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	“Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)
G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	“Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)
G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.	<p>“Hook: Valuable Resources” Lesson (“Natural Resources of the US,” Module 1)</p> <p>“Natural Resources Mini-Poster” Lesson (“Natural Resources of the US,” Module 3)</p> <p>“Contemporary Case Study” Lesson (“Natural Resources of the US,” Module 4)</p>
G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	“The Dust Bowl: Part 1 & 2” Lessons (“Natural Resources of the US,” Module 4)
G3: Understands the geographic context of global issues and events.	
Washington Standard	Inquiry Journeys Evidence
G3.3.1 Explain that learning about the geography of North America helps us understand cultures from around the world.	<p>“Map Scavenger Hunt” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Reflecting on Regions of the US” Lesson (“Natural Resources of the US,” Module 2)</p>
G3.4.1 Describe how the geography and natural resources of the Oregon Territory created trade with other countries.	<p>“State History Investigation Stations” Lesson (“Our State’s History,” Module 3)</p> <p>“Exploring Historical Industries of our Region” Lesson (“Economic Choices,” Module 3)</p>
G3.5.1 Describe the impact of European settlements on Native American tribes.	<p>“Comparing Narratives” Lesson (“Native America,” Module 5)</p> <p>“The Not-So-New World” Lesson (“The Colonial Era,” Module 2)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p> <p>“Reflecting on Complexity” Lesson (“The Colonial Era,” Module 5)</p>

	5)
G3.5.2 Determine the impact of trade on African peoples.	<p>“The Columbian Exchange” Lesson (“The Colonial Era,” Module 2)</p> <p>“The Rise of the Slave Trade” Lesson (“The Colonial Era,” Module 4)</p>
G3.5.3 Explain why environmental characteristics vary among different world regions.	<p>“Region Investigation” Lesson (“Natural Resources of the US,” Module 2)</p> <p>“Exploring States Within a Region” Lesson (“Natural Resources of the US,” Module 2)</p>
G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	<p>“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)</p> <p>“Exploring Historical Industries of our Region” Lesson (“Economic Choices,” Module 3)</p>
G3.5.5 Determine how natural and human-made catastrophic events in one place affect people living in other places.	Note: inquirED suggests a flex lesson to address this standard.

History K-2

H1: Understands historical chronology.

Washington Standard	Inquiry Journeys Evidence
H1.3.1 Create timelines to show events connected to their cultural identities.	<p>“Exploring Cultural Identity” Lesson (“Migration and Movement,” Module 4)</p> <p>“Constructing a Timeline” Lesson (“Our State’s History,” Module 3)</p>
H1.3.2 Compare the similarities and differences between their own cultural timelines and those of others.	<p>“Maintaining and Building Cultural Connections” Lesson (“Migration and Movement,” Module 4)</p> <p>“Language as a Cultural Connection” Lesson (“Migration and Movement,” Module 4)</p> <p>“Reflecting on Cultural Connections” Lesson (“Migration and Movement,” Module 4)</p>
H1.3.3 Use timelines to explain the context of history.	“Voting Rights” Lesson (“The 20th Century Civil Rights Movement,” Module 2)
H1.4.1 Create timelines to show how historical events are organized into time periods and eras.	“Hook Activity: Examining our State Timeline” Lesson (“Our State’s History,” Module 1)

	“Constructing a Timeline” Lesson (“Our State’s History,” Module 3)
<p>H1.4.2 Examine how the following themes and developments help to define eras in Washington state history since time immemorial to 1889:</p> <ul style="list-style-type: none"> • Growth of northwest coastal, Puget Sound, and plateau tribes prior to treaties (time immemorial to present) • Maritime and overland exploration, encounter, and trade (1774-1849) • Immigration and settlement (1811-1889) • Territory and treaty-making (1854-1889) 	<p>“Historical Events and Developments Jigsaw” Lesson (“Our State’s History,” Module 3)</p> <p>“Journey to Statehood” Lesson (“Our State’s History,” Module 3)</p> <p>“State History Investigation Stations” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on Events that Shaped Our State” Lesson (“Our State’s History,” Module 3)</p>
<p>H1.4.3 Explore and construct an explanation of how the growth of major tribes helps to define the history of the Pacific Northwest prior to 1889.</p>	<p>“Native American Cultures of our Region” Lesson (“Our State’s History,” Module 2)</p> <p>“Cultural Areas Investigation” Lesson (“Native America,” Module 2)</p>
<p>H1.5.1 Create timelines to demonstrate historical events caused by other important events.</p>	<p>“Investigating a Winter Count” Lesson (“Native America,” Module 3)</p> <p>“Timelines and Storytelling” Lesson (“Native America,” Module 3)</p>
<p>H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:</p> <ul style="list-style-type: none"> • Development of tribal nations in North America (time immemorial to 1791) • Encounter, colonization, and devastation (1492-1763) • Revolution and constitution (1763-1791) 	<p>“Native America” Inquiry</p> <p>“The Colonial Era” Inquiry</p> <p>“American Revolution” Inquiry</p>
H2: Understands and analyzes causal factors that have shaped major events in history.	
Washington Standards	Inquiry Journeys Evidence
<p>H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.</p>	<p>“What It Means to Be Global” Lesson (“Global Connections,” Module 5)</p> <p>“Multicultural Communities” Lesson (“Migration and Movement” Lesson, Module 5)</p> <p>“Embracing Diversity and Inclusion” Lesson (“Migration and</p>

	Movement” Lesson, Module 5)
H2.3.2 Explain probable causes and effects of events and developments locally	<p>“Hook Activity: Coming to America” Lesson (“Migration and Movement,” Module 1)</p> <p>“A Closer Look at Ellis Island” Lesson (“Migration and Movement,” Module 3)</p>
H2.4.1 Analyze and explain how individuals have caused change in Washington state history.	<p>“Reflecting on Events that Shaped Our State” Lesson (“Our State’s History,” Module 3)</p> <p>“Reflecting on State History” Lesson (“Our State’s History,” Module 5)</p>
H2.4.2 Analyze and explain how people from various cultural and ethnic groups have shaped Washington state history.	“Freedom in our Region: Choice Topic” Lesson (“Our State’s History,” Module 4)
H2.4.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in Washington.	“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)
H2.5.1 Analyze and explain how individuals have caused change in United States history.	<p>“God, Gold, Glory” Lesson (“The Colonial Era,” Module 2)</p> <p>“Jamestown and Plymouth Source Analysis” Lesson (“The Colonial Era,” Module 3)</p> <p>“Meet the Revolutionaries” Lesson (“American Revolution,” Module 4)</p> <p>“The Founding Fathers” Lesson (“American Revolution,” Module 4)</p> <p>“Independent Revolutionary Investigation” Lesson (“American Revolution,” Module 4)</p>
H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.	<p>“Diversity Across Indigenous America” Lesson (“Native America,” Module 2)</p> <p>“Cultural Areas Investigation” Lesson (“Native America,” Module 2)</p> <p>“Investigating a Winter Count” Lesson (“Native America,” Module 3)</p> <p>“Reflecting on Stories” Lesson (“Native America,” Module 3)</p> <p>“Everyday Resistance” Lesson (“The Colonial Era,” Module 5)</p> <p>“Meet the Revolutionaries” Lesson (“American Revolution,” Module 4)</p>

H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.	<p>“Exploring our Region’s Economic Story” Lesson (“Economic Choices,” Module 3)</p> <p>“Exploring Historical Industries of our Region” Lesson (“Economic Choices,” Module 3)</p>
H3: Understands that there are multiple perspectives and interpretations of historical events.	
Washington Standards	Inquiry Journeys Evidence
H3.3.1 Recognize and explain that there are multiple cultural perspectives through a study of important individual or major events.	<p>“Civil Disobedience: Rosa Parks and Claudette Colvin” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Sit-Ins: Ayanna Najuma and Clara Luper” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p>
H3.3.2 Explain connections among historical contexts and people’s perspectives at the time.	<p>“Segregation” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p> <p>“Trailblazer: Ruby Bridges” Lesson (“The 20th Century Civil Rights Movement,” Module 3)</p>
H3.3.3 Describe how people’s perspectives shaped the historical sources they created.	<p>“Supporting the Claim” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“Critiquing the Evidence and Reasoning Behind a Claim” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p>
H3.4.1 Explain why individuals and groups in Washington state history differed in their perspectives.	<p>“Historical Sources and Perspectives” Lesson (“Our State’s History,” Module 5)</p> <p>“Exploring Memorials” Lesson (“Our State’s History,” Module 5)</p>
H3.4.2 Explain connections between historical context and people’s perspective of Washington state history.	“Historical Sources and Perspectives” Lesson (“Our State’s History,” Module 5)
H3.4.3 Explain how the events of Washington state history contributed to the different perspectives between native and non-native people.	<p>“Analyzing Rights and Freedom in Early State History” Lesson (“Our State’s History,” Module 4)</p> <p>“US Policy and Native Americans’ Freedom” Lesson (“Our State’s History,” Module 4)</p> <p>“Native American Resistance” Lesson (“Our State’s History,” Module 4)</p> <p>“Native American Struggle for Freedom: Past and Present” Lesson (“Our State’s History,” Module 4)</p>
H3.4.4 Describe how people’s perspectives shaped the historical sources they created.	“Historical Sources and Perspectives” Lesson (“Our State’s History,” Module 5)

	“Exploring Memorials” Lesson (“Our State’s History,” Module 5)
H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.	<p>“Identifying Perceptions of the ‘First Thanksgiving’” and “The Evolution of Thanksgiving” Lessons (“Native America,” Module 5)</p> <p>“Social Roles in Colonial America” Lesson (“The Colonial Era,” Module 5)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p> <p>“Colonial Resistance” Lesson (“The Colonial Era,” Module 5)</p> <p>“Everyday Resistance” Lesson (“The Colonial Era,” Module 5)</p>
H3.5.2 Explain connections among historical context and people’s perspectives in the American colonies.	<p>“The Not-So-New World” Lesson (“The Colonial Era,” Module 2)</p> <p>“Slavery in the Colonies” Lesson (“The Colonial Era,” Module 4)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p> <p>“Colonial Resistance” Lesson (“The Colonial Era,” Module 5)</p>
H3.5.3 Describe how people’s perspectives shaped the historical sources they created.	<p>“Identifying Perceptions of the ‘First Thanksgiving’” Lesson (“Native America,” Module 5)</p> <p>“Exploring More Primary and Secondary Sources” Lesson (“Native America,” Module 5)</p> <p>“Comparing Narratives” Lesson (“Native America,” Module 5)</p> <p>“The Power of Messaging” Lesson (“American Revolution,” Module 3)</p> <p>“Creating a Painting Proposal” Lesson (“American Revolution,” Module 4)</p>
H4: Understands how historical events inform analysis of contemporary issues and events.	
Washington Standards	Inquiry Journeys Evidence
H4.3.1 Recognize and explain how significant cultural events have implications for current decisions.	<p>“The March on Washington” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“The Story Behind ‘I Have a Dream’” Lesson (“The 20th Century Civil Rights Movement,” Module 4)</p> <p>“On the March” Lesson (“The 20th Century Civil Rights Movement,” Module 5)</p>
H4.3.2 Use evidence to develop a claim	“Waves of Immigration to the US” Lesson (“Migration and

about our past community's history.	<p>Movement," Module 3)</p> <p>"Organizing for Change" Lesson ("The 20th Century Civil Rights Movement," Module 4)</p>
H4.3.3 Summarize how different kinds of historical sources are used to explain events in the past.	<p>"The March on Washington" Lesson ("The 20th Century Civil Rights Movement," Module 4)</p> <p>"The Story Behind 'I Have a Dream'" Lesson ("The 20th Century Civil Rights Movement," Module 4)</p> <p>"Reflecting on the March on Washington" Lesson ("The 20th Century Civil Rights Movement," Module 4)</p>
H4.4.1 Recognize and explain significant historical events in Washington state that have implications for current decisions.	<p>"Reflecting on State History" Lesson ("Our State's History," Module 5)</p> <p>"Issuing the Inquiry Challenge" Lesson ("Our State's History," Module 5)</p>
H4.4.2 Use evidence to develop a claim about Washington state, and tribal nations and groups.	"Constructing a Claim" and "Claim Critique" Lesson ("Our State's History," Module 5)
H4.4.3 Compare information provided by different historical sources.	<p>"Independent Investigation of Native American History: Part 1 & 2" Lesson ("Our State's History," Module 2)</p> <p>"Learning More About the Impact of Slavery" Lesson ("Our State's History," Module 4)</p>
H4.4.4 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	"Generating Investigation Questions" Lesson ("Our State's History," Module 1)
H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.	<p>"Reflecting on Complexity" Lesson ("The Colonial Era," Module 5)</p> <p>"Making our Own Declarations" and "The Work is Not Over" Lesson ("American Revolution," Module 5)</p>
H4.5.2 Describe the purpose of documents and the concepts used in them.	<p>"Ideals of the Declaration of Independence" Lesson ("American Revolution," Module 5)</p> <p>"Drafting a New Nation" Lesson ("American Revolution," Module 5)</p> <p>"Conflict, Compromise, and a Constitution" Lesson ("American Revolution," Module 5)</p>
H4.5.3 Summarize the central claim in a secondary work of history.	"Exploring More Primary and Secondary Sources" Lesson ("Native America," Module 5)

<p>H4.5.4 Use evidence to develop a claim about colonial America.</p>	<p>“Jamestown and Plymouth Infographic” Lesson (“The Colonial Era,” Module 3)</p> <p>“Reflecting on Colonial Regions” Lesson (“The Colonial Era,” Module 4)</p> <p>“Reflecting on Complexity” Lesson (“The Colonial Era,” Module 5)</p>
<p>H4.5.5 Infer the intended audience and purpose of a historical source from information within the source itself.</p>	<p>“Jamestown and Plymouth Sources Analysis” Lesson (“The Colonial Era,” Module 3)</p> <p>“The Boston Tea Party” Lesson (“American Revolution,” Module 2)</p>
<p>H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p>	<p>“Artifacts as Historical Sources” and “Analyzing the Documenting Artifacts” Lessons (“Native America,” Module 4)</p> <p>“Recovering Stories” Lesson (“The Colonial Era,” Module 5)</p> <p>“The Boston Tea Party” Lesson (“American Revolution,” Module 2)</p> <p>“Exploring the Preamble” Lesson (“Rights and Responsibilities,” Module 2)</p>