

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

Enduring Understanding

- ▶ Knows that different communities create rules to promote the common good and individual liberties.

Components

By the end of Kindergarten, students will:

C1.K.1 Recognize a key ideal of justice and fairness within the context of the classroom community.

C1.K.2 Apply the ideals of justice and fairness when making choices or decisions in the classroom or on the playground.

By the end of 1st grade, students will:

C1.1.1 Recognize the key ideal of public or common good within the context of the school community.

C1.1.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.

C1.1.3 Explore and give examples of services a government provides (e.g., teachers, police and fire protection, maintenance of roads, snow removal, etc.).

By the end of 2nd grade, students will:

C1.2.1 Recognize the key ideal of public or common good within the context of the community.

C1.2.2 Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.

C1.2.3 Explain some basic functions (establish order, provide security, accomplish common goals) of local government

C1.2.4 Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)

Sample Questions

- (Kindergarten) What are my classroom rules?
- (Kindergarten) What are the playground rules?
- (Grade 1) Why do we need rules for the classroom?
- (Grade 1) Why do we need rules for the playground?
- (Grade 2) What are the rules in my community?
- (Grade 2) What happens when I don't follow the rules in my community?
- (Grade 2) How are the rules of my school the same as and different from the rules in my community?

Since Time Immemorial Connections

Elementary Curriculum

C1.K.1-2: Pathways 1 (1,2), 2, and 3 (1)

C1.1.1-3: Pathways 1, 2 (1,2), and 3 (1,2)

C1.2.1-4: Pathways 1, 2 (1), and 3 (1,2)

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

Enduring Understanding

- ▶ Knows that different communities create rules to promote the common good and individual liberties.

Components

By the end of 3rd grade, students will:

C1.3.1 Recognize the key ideals of unity and diversity.

C1.3.2 Recognize and apply the key ideals of unity and diversity within the context of the community.

C1.3.3 Use deliberative processes when making decisions or reaching judgement as a group.

C1.3.4 Identify core virtues and democratic principles found in classroom and school rules.

By the end of 4th grade, students will:

C1.4.1 Apply civic virtues and democratic principles within the classroom setting.

C1.4.2 Identify core virtues and democratic principles found in the Washington state constitution and foundational documents.

C1.4.3 Use deliberative processes when making decisions or reaching judgement as a group.

C1.4.4 Describe and apply the key ideals of unity and diversity within the context of the State of Washington.

C1.4.5 Describe the key ideals of rights set forth in Article I of the Washington state constitution.

By the end of 5th grade, students will:

C1.5.1 Apply civic virtues and democratic principles in school.

C1.5.2 Identify core virtues and democratic principles found in foundational national documents that guide government, societies, and communities.

C1.5.3 Use deliberative processes when making decisions or reaching judgement as a group.

C1.5.4 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

C1.5.5 Describe and apply the key ideals of unity and diversity within the context of the United States.

Sample Questions

- (Grade 3) What are the benefits and the challenges of diversity for a community?
- (Grade 3) Is it possible to make political decisions that are fair to all people? What does "fair" look like?
- (Grade 4) How do the laws in our community help or hurt different groups of people?
- (Grade 4) What are your rights as stated in Article I of the Washington state constitution?
- (Grade 5) How do the values and principles in America, as stated in the Declaration of Independence, still apply today? Are there examples of how they don't apply to everyone?
- (Grade 5) How is a public issue related to constitutional rights and the common good?

Since Time Immemorial Connections

Elementary Curriculum

C1.3.1-2: Pathways 1, 2, and 3

C1.4.1, 3, and 4: Washington State History: Units 1, 2, and 3

C1.5.1, 3, and 4: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

- ▶ Recognizes that one has rights and responsibilities as a citizen in one's own community.

Components

By the end of Kindergarten, students will:

- C2.K.1 Explain the purpose of rules in the classroom.
- C2.K.2 Know the people and the roles that make and carry out rules in the classroom.
- C2.K.3 Demonstrate how rules provide structure for problem solving within the classroom.

By the end of 1st grade, students will:

- C2.1.1 Explain the purpose of rules in the school.
- C2.1.2 Know the people and the roles that make and carry out rules in the school.
- C2.1.3 Describe how rules provide structure for problem solving within the classroom and school.

By the end of 2nd grade, students will:

- C2.2.1 Explain the roles of people who help govern different communities.
- C2.2.2 Explain the basic function of laws in the local community.

Sample Questions

- (Kindergarten) Who makes the rules in my classroom?
- (Kindergarten) How can I be a part of the rulemaking process?
- (Grade 1) How do classroom rules help me know what I can and cannot do?
- (Grade 1) How do rules help me to be a responsible citizen in my class, school, or community?
- (Grade 1) How can I use the rules to solve problems in my day?
- (Grade 2) What rights do I have in my classroom, school, or community?
- (Grade 2) What are my responsibilities in my class, school, or community?

Since Time Immemorial Connections

Elementary Curriculum

C2.K.1-3: Pathways 1, 2, and 3

C2.1.1-3: Pathways 1, 2, and 3

C2.2.1-2: Pathways 1, 2 (1,2), and 3 (1,2)

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

Enduring Understanding

- Recognizes that one has rights and responsibilities as a citizen in one's own community.

Components

By the end of 3rd grade, students will:

- C2.3.1 Describe the basic organization of government in the community or city.
- C2.3.2 Identify the basic function of government and laws in the community or city.
- C2.3.3 Explain the reasons for rules in the home or in school, and compare rules and laws in the local community.
- C2.3.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

By the end of 4th grade, students will:

- C2.4.1 Distinguish the responsibilities and power of state, local, and tribal government.
- C2.4.2 Describe how and why local, state, and tribal governments make, interpret, and carry out policies, rules, and laws.
- C2.4.3 Explain how groups of people make rules to create responsibilities and to protect freedoms.

By the end of 5th grade, students will:

- C2.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- C2.5.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- C2.5.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
- C2.5.4 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
- C2.5.5 Describe the basic duties of the three branches of government (executive, legislative, judicial); explain

Sample Questions

- (Grade 3) How does my community or local government provide for its diverse members?
- (Grade 3) Why does our community or local government have certain laws when other communities might not have the same ones?
- (Grade 4) In which ways are various local governments similar and how are they different? Why is that?
- (Grade 4) How is your closest tribal nation's government organized?
- (Grade 4) What laws have been made to promote salmon recovery?
- (Grade 5) What are the functions of the three branches of the United States government?
- (Grade 5) What benefit does having three branches of government serve the people of today?

Components

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)

Sample Questions

Since Time Immemorial Connections

Elementary Curriculum

C2.3: Pathways 2 (3,4) and 3 (4)

C2.4.1-3: Washington State History: Units 2 and 3

C2.5.1: U.S. History: Units 1, 2, and 3

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

Enduring Understanding

- ▶ Knows that there are different communities nearby and that there may be different rules for different communities.

Components

By the end of Kindergarten, students will:

- C3.K.1 Identify names and locations of tribal nations and bands in your area.
- C3.K.2 Identify key technologies and natural resources tribal nations and bands in their area valued prior to contact with Europeans and Americans.
- C3.K.3 Understand key values, relationships, and characteristics tribes in their area had prior to contact with Europeans and Americans.

By the end of 1st grade, students will:

- C3.1.1 Explain why rules are different in different communities.
- C3.1.2 Identify different types of relationships and diplomacy tribal nations exercised with European nations, colonies, and the United States.

By the end of 2nd grade, students will:

- C3.2.1 Know that tribes create rules and laws for the public or common good for their community.
- C3.2.2 Explain the roles of different people that help to govern the tribal community.

Sample Questions

- (Kindergarten) What tribes live near me?
- (Grade 1) Why might some communities need or want different rules?
- (Grade 1) How does agreeing on rules help two people get along?
- (Grade 2) How and why are tribal communities similar and different from non-tribal communities?
- (Grade 2) What roles are similar between tribal and non-tribal communities?

Since Time Immemorial Connections

Elementary Curriculum

C3.K.1-3: Pathways 1 (1-3), 2 (1-3), and 3 (1-3)

C3.1.1-2: Pathways 1, 2 (1,2), and 3 (1)

C3.2.1-2: Pathways 1, 2 (1,2), and 3 (1,2)

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

Enduring Understanding:

- ▶ Knows that there are different communities nearby and that there may be different rules for different communities.

Components

By the end of 3rd grade, students will:

- C3.3.1 Explain that tribes have lived in North America since time immemorial.
- C3.3.2 Know and understand that tribes have organizational structures (councils, chairman, etc.) that are formed to benefit the entire tribe.
- C3.3.3 Explain how tribes of North America work to help the people of their tribes.

By the end of 4th grade, students will:

- C3.4.1 Recognize that tribes have lived 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.
- C3.4.3 Explain how tribes of Washington state and the government of the United States are on the same level (nation-to-nation).
- C3.4.4 Demonstrate that tribal sovereignty is “a way that tribes govern themselves in order to keep and support their ways of life.”
- 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.

By the end of 5th grade, students will:

- C3.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- C3.5.2 Discuss how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.
- 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.

Sample Questions

- (Grade 3) How are tribal governments similar to other types of governments?
- (Grade 3) How do tribes work together to benefit their people?
- (Grade 4) How do tribes work with other governments?
- (Grade 4) How did tribal treaties that were entered into with the United States Government limit their sovereignty? How have those treaties been honored or disregarded?
- (Grade 5) As sovereign nations, what do local tribes do to meet the economic and cultural needs of their tribal communities?
- (Grade 5) How did the Iroquois Confederacy impact the development of the United States Constitution?

Since Time Immemorial Connections

Elementary Curriculum

C3.3.1-3: Pathways 1 (1), 2 (1-3), and 3 (1-3)

C3.4.1-5: Washington State History: Units 1, 2, and 3

C3.5.1-3: U.S. History: Units 1, 2, and 3

C4: Understands civic involvement.

Enduring Understanding:

- ▶ Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."

Components

By the end of Kindergarten, students will:

- C4.K.1 Be a contributing member of the classroom and school community.
- C4.K.2 Demonstrate that good citizenship is to follow the established rules of a classroom and school community.
- C4.K.3 Explain, give examples, and demonstrate ways to show good citizenship in the classroom and school community.

By the end of 1st grade, students will:

- C4.1.1 Identify that citizenship and civic involvement in the neighborhood and school community are the rights and responsibilities of individuals.
- C4.1.2 Explain, give examples, and demonstrate ways to show good citizenship at school.
- C4.1.3 Describe the importance of civic participation and identify neighborhood examples.

By the end of 2nd grade, students will:

- C4.2.1 Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.
- C4.2.2 Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.
- C4.2.3 Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.
- C4.2.4 Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility).

Sample Questions

- (Kindergarten) What does it mean to contribute to a classroom community?
- (Kindergarten) How can I contribute to my classroom community?
- (Grade 1) What does it mean to contribute to a school community?
- (Grade 1) How can I contribute to my school community?
- (Grade 2) What does it mean to contribute to a neighborhood community?
- (Grade 2) How can I contribute to my neighborhood community?
- (Grade 2) How does my contribution make my neighborhood community a better place?

Since Time Immemorial Connections

Elementary Curriculum

- C4.K.1-3: Pathways 1 (1,3), 2 (1,2), and 3 (1-3)
- C4.1.1-3: Pathways 1 (2), 2 (1,3), and 3 (1,3)
- C4.2.1-4: Pathways 1 (2), 2 (1-3), and 3 (1-3)

C4: Understands civic involvement.

Enduring Understanding:

- ▶ Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."

Components

By the end of 3rd grade, students will:

- C4.3.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.
- C4.3.2 Explain the many ways people become knowledgeable about issues in their communities: they read, discuss, communicate, and vote.
- C4.3.3 Demonstrate that voting is a civic duty.

By the end of 4th grade, students will:

- C4.4.1 Recognize that civic participation involves being informed about public issues, taking action, and voting in elections.
- C4.4.2 Analyze and evaluate ways of influencing state governments to establish or preserve individual rights and promote the common good.
- C4.4.3 Explain that the purpose of treaty-making is to create mutually beneficial agreements of responsibilities and freedoms.
- 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.

By the end of 5th grade, students will:

- C4.5.1 Demonstrate how civic participation relates to rights and responsibilities.
- C4.5.2 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and society.
- 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.
- C4.5.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Sample Questions

- (Grade 3) What does it mean to be an informed citizen? What does it mean to be a citizen in my classroom and school?
- (Grade 3) Why is it important for citizens to vote? How can citizens prepare themselves to be responsible voters?
- (Grade 4) Who may participate in state, local and tribal governments?
- (Grade 4) What impact can I have on the issues that affect my state, city, or neighborhood?
- (Grade 5) What are my responsibilities as a person living in the United States?
- (Grade 5) What impact can I have on the issues that affect our nation?

Since Time Immemorial Connections

Elementary Curriculum

C4.3.2: Pathways 1, 2, and 3

C4.4.1-4: Washington State History: Units 1, 2, and 3

C4.5.1-4: U.S. History: Units 1, 2, and 3