

# **NATIONAL AND STATE STANDARDS ALIGNMENT**

MINIDOKA SHORT FILMS & LESSON PLANS

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## GRADE 11-12

### HISTORY/SOCIAL STUDIES

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### READING: INFORMATIONAL TEXT

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

## GRADE 9-10

### HISTORY/SOCIAL STUDIES

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

### READING: INFORMATIONAL TEXT

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

## GRADE 6-8

### HISTORY/SOCIAL STUDIES

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## READING: INFORMATIONAL TEXT

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

# OREGON STATE STANDARDS: 2018 SOCIAL STUDIES ACADEMIC CONTENT STANDARDS

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## GRADE 9 - 12

HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.

HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies

HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.

HS.11 Examine the pluralistic realities of society (such as ethnic and social groups, urban/rural, cultural, poverty, religion, and age) recognizing issues of equity, and evaluating the need for change.

HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (for example, *Marbury v. Madison*, *Roe v. Wade*, *D.C. v. Heller*, *Loving v. Virginia*, *Plessy v. Ferguson*, *Obergefell v. Hodges*, *Brown v. Board*, *Cherokee Nation v. Georgia*, *Reed v. Reed*, *Oregon Employment Division vs. Smith*, *Korematsu v. US*, *Dartmouth v. Woodward*, *Mendez v. Westminster*, etc.).

HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History)

HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to current events and movements. (History)

HS.62 Identify historical and current events, issues, and problems when national and/or global interests have been in conflict, and provide analysis from multiple perspectives.

HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.

HS.64 Examine the development of the concepts of ethnicity and race.

HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world.

HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

# OREGON STATE STANDARDS: 2018 SOCIAL STUDIES ACADEMIC CONTENT STANDARDS

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.

HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.

HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.

HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short-and long-term effects.

HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

## GRADE 8

8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good. (Civics)

8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives

8.25 Evaluate the influence of the intersections of identity, including but not limited to, gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.

# OREGON STATE STANDARDS: 2018 SOCIAL STUDIES ACADEMIC CONTENT STANDARDS

8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world. (History)

8.28 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes). (History) 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States. (History)

8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.

8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.

8.33 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.

8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

# OREGON STATE STANDARDS: 2018 SOCIAL STUDIES ACADEMIC CONTENT STANDARDS

## GRADE 7

7.5 Compare historical and contemporary means of changing societies and promoting the common good.

7.15 Explain how the physical and human characteristics of places and regions connect to human identities and cultures in the Eastern Hemisphere. (Geography)

7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere. (History)

7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). (History)

7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. (History)

7.27 Critique and analyze information for point of view, historical context, distortion, propaganda and relevance including sources with conflicting information.

7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

7.30 Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments.

## GRADE 6

6.4 Recognize historical and contemporary means of changing societies and promoting the common good. (Civics)

6.5 Investigate current issues and how they relate to other countries.

6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. (Geography)

6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History)

# OREGON STATE STANDARDS: 2018 SOCIAL STUDIES ACADEMIC CONTENT STANDARDS

6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups

6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.

6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.

# WASHINGTON STATE STANDARDS: 2019 SOCIAL STUDIES LEARNING STANDARDS

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## GRADE 9 - 12

### CIVICS

C1.11-12.1 Analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they influence the social and political system.

C1.11-12.2 Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order.

C2.11-12.1 Analyze citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level

C3.11-12.1 Evaluate the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order or disorder.

C4.11-12.2 Analyze and evaluate ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.

C4.11-12.3 Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitution-al rights, and human rights.

C4.11-12.4 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

C2.9-10.1 Explain how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.

C4.9-10.2 Analyze how governments throughout history have or have not valued individual rights over the common good.

C4.9-10.3 Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitution-al rights, and human rights.

### HISTORY

H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

H1.11-12.2 Design questions generated about individuals and groups that assess how the significance of their actions changes over time and is shaped by the historical context.

H2.11-12.2 Distinguish between long-term causes and triggering events in developing a historical argument.

H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues.

# WASHINGTON STATE STANDARDS: 2019 SOCIAL STUDIES LEARNING STANDARDS

H2.11-12.4 Analyze how cultural identity can promote unity and division.

H3.11-12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.

H3.11-12.2 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

H3.11-12.3 Analyze the relationship between historical sources and the secondary interpretations made from them.

H3.11-12.4 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past to create claims and counterclaims.

H3.11-12.5 Evaluate how historical contexts shaped and continue to shape people's perspectives.

H3.11-12.6 Evaluate the ways in which the perspectives of those writing history shaped the history that they produced.

H3.11-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

H4.11-12.2 Evaluate claims about a current issue based on an analysis of history.

H4.11-12.3 Analyze how current events today are rooted in past events

H1.9-10.2 Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

H1.9-10.3 Design questions generated about individuals and groups that assess how the significance of their actions changes over time.

H3.9-10.3 Explain how the perspectives of people in the present shape interpretations of the past.

## SOCIAL STUDY SKILLS

SSS1.9-12.1 Critique the precision of a claim about an issue or event.

SSS1.9-12.3 Explain points of agreement and disagreement that experts have regarding interpretations of sources.

SSS2.9-12.1 Create compelling and supporting questions that focus on an idea, issue, or event.

SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

SSS3.9-12.1 Evaluate one's own viewpoint and the view-points of others in the context of a discussion.

SSS3.9-12.4 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitution-al rights, and human rights.

# WASHINGTON STATE STANDARDS: 2019 SOCIAL STUDIES LEARNING STANDARDS

SSS3.9-12.5 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.

SSS4.9-12.3 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g. Internet, social media, and digital documentary).

## GRADE 6 - 8

### SOCIAL STUDY SKILLS

SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event.

SSS1.6-8.2 Evaluate the logic of reasons for a position on an issue or event.

SSS2.6-8.2 Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.

### CIVICS

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

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

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

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

### GEOGRAPHY

G1.6-8.5 Explain and analyze physical and cultural characteristics of places and regions in the United States.

G1.6-8.6 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

G2.6-8.4 Explain the role of immigration in shaping societies in the past or present.

G2.6-8.5 Explain examples of cultural diffusion in the world from the past or present.

G2.6-8.7 Explain cultural diffusion in the United States from the past or in the present.

G2.6-8.8 Explain and analyze migration as a catalyst for the growth of the United States in the past or present.

# WASHINGTON STATE STANDARDS: 2019 SOCIAL STUDIES LEARNING STANDARDS

## HISTORY

H1.6-8.5 Explain how themes and developments have defined eras in Washington state history from 1854 to the present: • Territory and treaty-making (1854-1889) • Railroads, reform, immigration, and labor (1889-1930) • Turmoil and triumph (1930-1974) • New technologies and industries in contemporary Washington (1975-present)

H2.6-8.1 Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.

H2.6-8.3 Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.

H2.6-8.6 Explain and analyze how cultures and cultural and ethnic groups have contributed to United States history (1763-1877).

H3.6-8.3 Explain, analyze, and develop an argument about how Washington state has been impacted by: • Individuals and movements. • Cultures and cultural groups. • Technology and ideas.

H4.6-8.1 Analyze how a historical event in world history helps us to understand contemporary issues and events. (WA).

H4.6-8.2 Analyze how a historical event in Washington state history helps us to understand contemporary issues and events. (US)

H4.6-8.3 Analyze how a historical event in United States history helps us to understand contemporary issues and events.

# IDAHO STATE STANDARDS: 2016 SOCIAL STUDIES

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## GRADE 9 - 12

### US HISTORY II

9-12.USH2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values, and behavior patterns of diverse cultures have enriched American society.

9-12.USH2.1.1.2 Analyze significant movements for social change.

9-12.USH2.1.2.1 Identify motives for continued immigration to the United States.

9-12.USH2.1.2.2 Identify the political and social resistance to immigration.

9-12.USH2.1.2.3 Analyze the changes in the political, social, and economic conditions of immigrant groups.

9-12.USH2.1.2.4 Discuss the causes and effects of 20th-century migration and settlement patterns.

9-12.USH2.4.4.1 Trace the development and expansion of political, civil, and economic rights.

9-12.USH2.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20th century.

9-12.USH2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World War II.

### AMERICAN GOVERNMENT

9-12.G.4.3.1 Explain the ways in which individuals become citizens and distinguish among obligations, responsibilities, and rights.

9-12.G.4.4.1 Analyze the struggles for the extension of civil rights.

9-12.G.5.1.1 Discuss the mutual impact of ideas, issues, and policies among nations, including environmental, economic, and humanitarian.

## GRADE 6 - 12

### US HISTORY I

6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.

6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.

# IDAHO STATE STANDARDS: 2016 SOCIAL STUDIES

## **GRADE 6 - 12**

### US HISTORY I

6-12.USH1.4.1.3 Evaluate issues in which fundamental values and principles are in conflict, such as between liberty and equality, individual interests and the common good, and majority rule and minority protections.

6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.

6-12.USH1.5.1.3 Analyze how national interest shapes foreign policy.

## **GRADE 6 - 9**

### WORLD HISTORY AND CIVILIZATION

6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II and the Holocaust; and the Cold War.

6-9.WHC.5.1.3 Evaluate why peoples unite for political, economic, and humanitarian reasons.