

**Washington State
Social Studies GLEs
Grade 7
Fall 2008**

OSPI Suggested Grade 7 Units:

World - Major Societies (600-1450 CE)
WA - Territory and Treaty Making (1854-1889)
WA - Railroads, Reform, Immigration, and Labor (1889-1930)
WA - Great Depression and World War II (1930-1945)
WA - New Technologies and Industries (1945-1980)
WA - Contemporary Washington State (1980-present)

Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

GLE 1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.

Examples: *Explains how liberty is defined in the Washington State Constitution.
Explains how justice is defined in the Washington State Constitution.
Explains how sovereignty is defined in tribal treaties.
Explains how the Washington State Constitution defines equality when declaring that it is "the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account*

GLE 1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

Examples: *Examines the relationship between Washington State citizens' support for Gordon Hirabayashi's resistance to incarceration and the right to "due process" outlined in Article 1, Section 3 of the State Constitution.
Examines the relationship between Washington State women's contribution to the war effort during World War II and the equality of rights and responsibility outlined in Article 31, Section 1 of the State Constitution.
Examines the relationship between the implementation of the Bracero Program and the personal rights outlined in Article 1, Section 3 of the State Constitution.*

Component 1.2 Understands the purposes, organizations, and functions of governments, laws and political systems.

GLE 1.2.1 Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty.

Examples: *Explains the organization and powers of city and county government.
Explains the organization and powers of the three branches of Washington State government.
Explains the organization and powers of local tribal government.
Explains the populist features of the Washington State Constitution, including initiative and referendum.*

GLE 1.2.2 No Grade 7 GLE

GLE 1.2.3 Understands various forms of government and their effects on the lives of people in the past or present.

Examples: *Compares the effects of theocracy on the lives of people in the Islamic Caliphate and the Mayan Kingdom.
Compares and contrasts the effects of feudalism on the lives of people in medieval Europe and Japan.*

GLE 1.2.4 No Grade 7 GLE

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Component 1.3 Understands the purpose, organization of international relationships and United States foreign policy.

GLE 1.3.1 Analyzes how international agreements have affected Washington State in the past or present.

***Examples:** Examines how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State.
Examines how treaties have affected fishing in Washington State.*

Component 1.4 Understands civic involvement.

GLE 1.4.1 Understands the effectiveness of different forms of civic involvement.

***Examples:** Explains the influence of letters to the editor of the local paper on school funding and instructional resources.
Explains the influence of testimony at public hearings on laws regulating the use of private property.
Explains how lobbying the legislature contributed to the passage of the "Becca Bill."*

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Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1 Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

GLE 2.1.1 Analyzes the importance of financial literacy in making economic choices related to spending, saving, and investing.

Examples: *Examines the costs and benefits of getting a credit card and accumulating debt.
Examines the pros and cons of buying a Washington State lottery ticket.
Examines how people in Washington State make choices about where to invest their money for the highest return and lowest risk.
Examines how people evaluate advertising when choosing where to spend their money.*

Component 2.2 Understands how economic systems function.

GLE 2.2.1 Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.

Examples: *Examines the types of services offered under feudalism in medieval Europe and Japan in helping people meet their needs and wants.
Examines the role women played in the Washington State economy before, during, and after World War II.*

GLE 2.2.2 present.

Examples: *Examines how the demand for lumber in Japan and supply of lumber in Washington State has led to a trade relationship.
Examines how the impact of Japan's demand for raw lumber affects Washington State's Lumber Industry
Examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.*

Component 2.3 Understands the government's role in the economy.

GLE 2.3.1 Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present.

Examples: *Examines how the legislature levies taxes to create public schools, state parks, and sporting arenas.
Examines how state laws have improved the economic and living conditions of migrant farm workers through an establishment of a higher minimum wage.
Examines how tribal councils invest monies from enterprises, such as gaming, into their communities.
Examines what authority tribal governments have to impose taxes.*

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Component 2.4 Understands the economic issues and problems that all societies face.

GLE 2.4.1 Understands and analyzes the distribution of wealth and sustainability of resources in Washington State.

Examples: *Examines the effects of economic growth in Washington State agriculture on the distribution of wealth and sustainability.
Examines the relationship between types of employment and standard of living.
Examines how the emergence of Microsoft has affected income distribution in Washington State.
Examines the efforts of the Northwest Indian Fish Commission to co-manage the state's natural resources.*

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Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

GLE 3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event.

Examples: *Examines a map of the Northwest and constructs an interpretation about why Japanese internment camps were placed where they were.*

GLE 3.1.2 Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.

Examples: *Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences.
Explains the differences in spatial patterns between the agricultural regions of the Palouse and those of the Skagit Valley in Washington State.*

Component 3.2 Understands human interaction with the environment.

GLE 3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.

Examples: *Examines how the Columbia Basin Irrigation Project impacted the Yakima River.
Compares how Washington State's suburban and rural communities have impacted the environment differently.
Examines the impact of urban sprawl on the natural environment and communities.*

GLE 3.2.2 Understands examples of cultural diffusion in the world from the past or in the present.

Examples: *Explains the spread of Christianity and Islam across Europe and Africa.
Explains how the Norman Conquest of England led to the diffusion of French language into English.
Explains how the Islamic culture influenced European art during the Renaissance.
Explains how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest.*

GLE 3.2.3 Understands the role of immigration in shaping societies in the past or present.

Examples: *Draws conclusions about the role Norwegian immigrants had on urban development in coastal communities.
Understands the role of the Klondike Gold rush on the development of Seattle.*

Component 3.3 Understands the geographic context of global issues.

GLE 3.3.1 No Grade 7 GLE.

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Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1 Understands historical chronology.

GLE 4.1.1 Analyzes a major historical event and how it is represented on timelines from different cultural

Examples: *Examines how the Crusades are represented differently on Christian and Muslim timelines.
Examines how the Islamic Conquest of the Iberian Peninsula is represented differently on Christian and Muslim timelines.*

GLE 4.1.2 Understands how themes and developments have defined eras in Washington State and World History by:

Explaining and comparing the development of major societies from 600 to 1450 in two or more regions of the world.

Examples: *Explains and compares the development of Islam and Hinduism.
Explains and compares feudalism in Japan and Europe.
Explains and compares the development of the Aztec empire with that of the Mali kingdom.
Explains and compares the development of the Incan Empire with that of ancient Ghana.*

present:

Territory and treaty-making (1854-1889).

Railroads, reform, immigration, and labor (1889 - 1930)

Great Depression and World War II (1930 - 1945).

New technologies and industries (1945 - 1980).

Contemporary Washington State (1980 - present).

Examples: *Explains how the exchange of land for continued fishing and hunting rights in the Point No Point Treaty helps to define the treaty-making period.
Explains how women gaining the right to vote in 1910 helps to define Washington State history from 1889 to 1930 as a period of reform.
Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State.
Explains how the establishment of the civilian aerospace industry after World War II helps to define this era as a time of new technologies and industries.
Explains how international trade treaties affecting Washington State business and agriculture help to define contemporary Washington.*

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Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2 Understand and analyzes causal factors that have shaped major events in history.

GLE 4.2.1 Understands and analyzes how individuals and movements impact Washington State or world history.

Examples: *Explains the impact of Muhammad and the spread of Islam on world civilization.
Explains the impact of Chapultepec on the development of Meso- America.*

GLE 4.2.2 Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.

Examples: *Explains how the experiences of the Polynesians on Easter Island show the effect of exploitation of limited natural resources.
Explains how the Mali Empire shaped African history in the 11th century and beyond.*

GLE 4.2.3 Understands and analyzes how technology and ideas have impacted Washington State or world history

Examples: *Examines how the invention of algebra by Muhammad ibn Musa al-Khwarizmi led to advancements in mathematics, astronomy, astrology, geography, and cartography.
Examines the effects of the moveable type on literacy in Song China.*

Component 4.3 Understands that there are multiple perspectives and interpretations of historical events.

GLE 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.

Examples: *Constructs an interpretation of why the U.S. government incarcerated Japanese- Americans, as well as the effects of the incarceration, using historical materials from Washington State.
Examines conflicting accounts of the effects of dams in the Pacific Northwest.*

GLE 4.3.2 Analyzes multiple causal factors that shape major events in Washington State or world history.

Examples: *Presents a position on the causes and outcomes of the Indian Wars in Washington Territory demonstrating understanding of varying viewpoints of the conflict.*

Component 4.4 Uses history to understand the present and plan for the future.

GLE 4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.

Examples: *Examines how the history of damming the Snake and Columbia Rivers helps us understand tension between the agricultural, environmental, and tribal communities.
Examines how the history of the Islamic Empire helps us understand issues in the Middle East today.*

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Social Studies EARL 5: SS SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.

Component 5.1 Uses critical reasoning skills to analyze and evaluate positions.

GLE 5.1.1 Understands evidence supporting a position on an issue or event.

Examples: *Explains the evidence supporting a position on how the World Trade Organization has affected trade between Washington State and Japan.
Explains the evidence supporting a position on how the North American Free Trade Agreement has affected trade between Washington State and Canada.*

GLE 5.1.2 Evaluates the breadth of evidence supporting positions on an issue or event.

Examples: *Critiques how one accounts for a range of perspectives when developing a position on the trade relationship between Washington State and Japan.
Critiques how one accounts for a range of perspectives when developing a position on the effects of the North American Free Trade Agreement on the Washington State economy.*

Component 5.2 Uses inquiry-based research.

GLE 5.2.1 Creates and uses research questions to guide inquiry on an issue or event.

Examples: *Develops a research question to guide inquiry on how the demand for lumber in Japan and the supply of lumber in Washington State led to a trade relationship between the two countries.
Develops a research question to guide inquiry on how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon.*

GLE 5.2.2 Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event.

Examples: *Critiques the range of perspectives reflected in sources related to feudalism in Japan and Europe during the Middle Ages.
Critiques the range of perspectives reflected in sources related to the Crusades.*

Component 5.3 Deliberates public issues.

GLE 5.3.1 Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.

Examples: *Engages in a Socratic seminar to analyze and respond to the multiple viewpoints on how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State.
Engages in a discussion to analyze and respond to the multiple viewpoints on how treaty fishing rights have affected the return of the Chinook salmon to the Columbia River.*

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Social Studies EARL 5: SS SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.

Component 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

GLE 5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or

***Examples:** Examines the lasting impact of the incarceration of Japanese Americans using newspapers, governmental records, and journals of those who were incarcerated.
Examines the impact of feudalism in medieval Europe and Japan using art and artifacts.*

GLE 5.4.2 Creates annotated bibliography, or works cited page using an appropriate format.

***Examples:** Develops a bibliography annotated with a summary of the resources used, non text features of the resources, and the questions the resources answer.*