

<b>1.0 Common Core: History - Time, Continuity and Change</b>	
Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of history.	
<b>K1.1</b>	The teacher knows and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in U.S., world, and Washington State history
<b>K1.2</b>	The teacher understands the historical development of events, people, places, and patterns of life in U.S., world, and Washington state history
<b>K1.3</b>	The teacher knows and understands the influence of culture on U.S., world, and Washington State History
<b>K1.4</b>	The teacher knows and understands the impact of ideas on society
<b>K1.5</b>	The teacher knows and understands how historical conditions shape ideas and how ideas change over time
<b>K1.6</b>	The teacher knows and understands how ideas and technological developments influence people, resources and culture
<b>K1.7</b>	The teacher knows and understands the history and values of diverse civilizations through out the world
<b>K1.8</b>	The teacher knows and understands the methods of social science research, investigation and interpretations of historical events
<b>K1.9</b>	The teacher has a comprehensive understanding of history through the avenues of social, political, economic, and cultural history and the history of science and technology
<b>K1.10</b>	The teacher understands historical maps, charts, and other graphic organizers
Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should be able to:	
<b>S1.1</b>	Enable learners to articulate personal connections to time, place, and social/cultural systems by identifying and describing the influences of historical and contemporary cultures on the daily lives of individuals.
<b>S1.2</b>	Enable learners to understand to think historically, constructing chronologies, interpreting timelines, and comparing alternative models of periodization.
<b>S1.3</b>	Enable learners to acquire knowledge of United States and Washington state history, recognizing and comparing patterns of continuity, change, and the diverse cultures of the many peoples who have contributed to the development of North America.
<b>S1.4</b>	Enable learners to acquire a foundational knowledge of the history and values of diverse civilizations throughout the world and the cultural, political, and economic transformations that shaped them from the earliest historical eras to the 21st century;
<b>S1.5</b>	Enable learners to analyze historical information using the skills of comparing and contrasting, differentiating between historical facts and interpretations, considering multiple perspectives, analyzing cause and effect relationships;
<b>S1.6</b>	Enable learners to systematically employ processes of critical historical inquiry and research in reconstructing and interpreting the past, collecting and questioning historical data, subjecting that data to tests of credibility and validity, and weighing competing claims of causality;
<b>S1.7</b>	Enable learners to synthesize information and reflect on historical findings to identify issues and problems in the past, recognize factors contributing to such problems; identify and analyze alternative courses of action, and formulate a position or course of action;

<b>S1.8</b>	Enable learners to demonstrate an understanding of the origin of ideas, how they both influence and are influenced by historical conditions, society, and environmental conditions and how they change over time;
<b>S1.9</b>	Enable learners to understand how ideas, economics, geography, history, political science, the social sciences, and technology influence culture, environment, resources, people and their communities.
<b>2.0 Common Core: Geography – People, Places, Environments</b>	
Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography – people, places, and environment.	
<b>K2.1</b>	Teachers should understand spatial arrangements of people, places, resources, and environment on Earth’s surface through the use of maps, charts, and other geographic tools
<b>K2.2</b>	Teachers know and understand the processes that created the spatial patterns on Earth’s surface
<b>K2.3</b>	Teachers know and understand the complex physical and human characteristics of places and regions
<b>K2.4</b>	Teachers know and understand the patterns humans make on places and regions
<b>K2.5</b>	Teachers know the characteristics that define the Pacific Northwest and the Pacific Rim as regions
<b>K2.6</b>	Teachers understand people’s interaction with and impact on the environment
<b>K2.7</b>	Teachers know and understand how the environment and environmental changes affect people
<b>K2.8</b>	Teachers know and understand cultural characteristics, transmission, diffusion and interaction
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of geography – people, places, and environment. They should be able to:	
<b>S2.1</b>	Have learners create, interpret, use, describe, and distinguish various representations of earth, such as maps, mental maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, interpret information;
<b>S2.2</b>	Teach students to understand relative location, direction, size and shape; to estimate and calculate distance, scale, area, and density; and to distinguish spatial distribution patterns;
<b>S2.3</b>	Help learners locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as land forms, climate, and natural resources including the Pacific Northwest and the Pacific Rim;
<b>S2.4</b>	Ask learners to describe how people create places that reflect culture, human needs, current values and ideals and government policies;
<b>S2.5</b>	Challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;
<b>S2.6</b>	Encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change.
<b>S2.7</b>	Have learners explore the ways Earth’s physical features have changed over time; and to describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
<b>S2.8</b>	Provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;

<b>3.0 Common Core: Civics – Power, Authority, and Governance</b>	
Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics – power, authority, and governance	
<b>K3.1</b>	Teachers know and understand the core values and principles of the U.S. democracy as set forth in foundational documents, including the Declaration of Independence and the Constitution
<b>K3.2</b>	Teachers know and understand the major ideas of foundational documents
<b>K3.3</b>	Teachers know and understand the key ideals of U.S. democracy
<b>K3.4</b>	Teachers know and understand representative government and citizen participation
<b>K3.5</b>	Teachers know and understand the purposes and organization of governments and laws
<b>K3.6</b>	Teachers know and understand the organization of U.S. government
<b>K3.7</b>	Teachers know and understand the function and effect of law
<b>K3.8</b>	Teachers know and understand democracies with other forms of government
<b>K3.9</b>	Teachers know and understand the purposes and organization of international relationships and how U.S. foreign policy is made
<b>K3.10</b>	Teachers know and understand how the world is organized politically and how nations interact
<b>K3.11</b>	Teachers recognize and understand factors and roles that affect the development of foreign policy
<b>K3.12</b>	Teachers understand the rights and responsibilities of citizenship and the principles of democratic civic involvement
<b>K3.13</b>	Teachers know and understand individual rights and their accompanying responsibilities
<b>K3.14</b>	Teachers know and understand how citizen participation influences public policy
Teachers of Social Studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civics – power, authority, and governance. They should be able to:	
<b>S3.1</b>	Assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
<b>S3.2</b>	Enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
<b>S3.3</b>	Challenge learners to evaluate the role of institutions in furthering both community and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
<b>S3.4</b>	Help students explain the purpose of government and how its powers are acquired, used, and justified;
<b>S3.5</b>	Help learners analyze and evaluate the interaction of various forms of citizen action and public policy including science and technology;
<b>S3.6</b>	Provide opportunities for learners to examine issues involving the rights, roles and status of individuals in relation to the general welfare;
<b>S3.7</b>	Ask learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security.
<b>S3.8</b>	Have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

<b>S3.9</b>	Help learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government
<b>S3.10</b>	Challenge learners to apply concepts such as power, role, status, justice and influence to the examination of a persistent issues and social problems;
<b>S3.11</b>	Guide learners to explain how governments attempt to achieve their stated ideals at home and abroad;
<b>S3.12</b>	Help learners analyze and evaluate the interaction of various forms of citizen action on public policy, including science and technology.
<b>4.0 Common Core: Economics – Production, Distribution and Consumption</b>	
Social Studies teachers should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption.	
<b>K4.1</b>	The teacher knows and understands how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
<b>K4.2</b>	The teacher knows and understands the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
<b>K4.3</b>	The teacher knows and understands the costs and benefits to society of allocating goods and services through private and public sectors.
<b>K4.4</b>	The teacher knows and understands the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations.
<b>K4.5</b>	The teacher knows and understands the role of specialization and exchange in economic processes.
<b>K4.6</b>	The teacher knows and understands how values and beliefs influence economic decisions in different societies.
<b>K4.7</b>	The teacher knows and understands distinctions between basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
<b>K4.8</b>	The teacher knows and understands economic concepts used to evaluate historical and contemporary social developments and issues.
<b>K4.9</b>	The teacher knows and understands the domestic and global economic systems, and how the two interact.
<b>K4.10</b>	The teacher knows and understands distinctions between economics as a field of inquiry and the economy.
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of economics – how people organize for the production, distribution, and consumption of goods and services. They should be able to:	
<b>S4.1</b>	Enable learners to explain how the scarcity of productive resources, (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
<b>S4.2</b>	Help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
<b>S4.3</b>	Help learners compare the costs and benefits to society of allocating goods and services through private and public sectors;

<b>S4.4</b>	Explain to learners the relations among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
<b>S4.5</b>	Guide learner analysis of the role of specialization and exchange in economic processes
<b>S4.6</b>	Provide opportunities for learners to access how values and beliefs influence economic decisions in different societies;
<b>S4.7</b>	Have learners compare basic economic systems according to how rules and procedures deal with supply, demand, prices, the role of government, banks, labor and labor unions, savings and investments, and capital
<b>S4.8</b>	Challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
<b>S4.9</b>	Ask learners to distinguish between the domestic and global economic systems, and explain how the two interact
<b>S4.10</b>	Provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global economy
<b>S4.11</b>	Guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
<b>S4.12</b>	Challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, the nation, and the world;
<b>S4.13</b>	Help students recognize that both buyers and sellers participate in voluntary trade because both expect to gain from the exchange.

**5.0 Common Core: Culture and Cultural Diversity**

Teachers who are licensed to teach social studies at all school levels should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

<b>K1.1</b>	The teacher knows and understands how groups, societies, and cultures address human needs and concerns, and how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references.
<b>K5.2</b>	The teacher knows and understands the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
<b>K5.3</b>	The teacher knows and understands the importance of cultural unity and diversity within and across groups.
<b>K5.4</b>	The teacher knows and understands values and attitudes that contribute or pose obstacles to cross-cultural understanding
<b>K5.5</b>	The teacher knows and understands specific cultural responses to persistent human issues
<b>K5.6</b>	The teacher knows and understands ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.

**6.0 Common Core: Individuals, Groups and Institutions**

Teachers who are licensed to teach social studies at all school levels should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups and institutions.

<b>K6.1</b>	The teacher knows and understands the concepts of role, status, and social class as they relate to individuals, groups and institutions in society.
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<b>K6.2</b>	The teacher knows and understands how group and institutional influences can impact people, events, and elements of culture in both historical and contemporary settings.
<b>K6.3</b>	The teacher knows and understands the various forms institutions take, and how they develop and change over time.
<b>K6.4</b>	The teacher knows and understands examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.
<b>K6.5</b>	The teacher knows and understands belief systems that are basic to specific traditions and laws in contemporary and historical movements.
<b>K6.6</b>	The teacher knows and understands the role of institutions in furthering both community and change, and the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
<b>K6.7</b>	The teacher knows and understands ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.