



GIBBS-SMITH

Washington Our Home

ABSTRACT

This document contains information based on work of the Social Studies PCG Team. This document may be used in connection with OSPI's adopted social studies curriculum and mandated web-based curriculum. Features of the curriculum and unit outlines are provided in draft form.

Overview of Terms and Resources

Since Time Immemorial (STI) – OSPI Web-based Washington State Tribal Sovereignty Curriculum.

Overview: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Training/STICurrOverview.pdf>

Elementary Website Link: <http://www.k12.wa.us/IndianEd/TribalSovereignty/Elementary.aspx>
This curriculum is state mandated. 4th Grade should utilize “Washington State History Units 1-3”.

Gibbs-Smith Washington, Our Home Social Studies Curriculum includes web-based content and features, student textbooks, and teacher manuals.

Suggested Unit Outlines for Social Studies Grade Level Expectations (GLEs):

This document contains the required social studies standards for 4th grade,
<http://www.k12.wa.us/SocialStudies/Outlines/UnitOutlinesFourthGrade.pdf>

Outline was derived from the Washington State K-12 Social Studies document;
<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>. *The GLE codes (Example: GLE 4.1.1) found within this document do NOT represent grade level indicators consistent with CCSS, please review page 13 for GLE code breakdown.*

Gibbs-Smith website:

http://digital.gibbsmitheducation.com/Washington_Our_Home/

User Manual

What am I looking at?

The chapter outlines provide a quick snapshot of information pulled directly from the Gibbs-Smith Curriculum, *Washington Our Home*. Essential components of a unit are listed in a table format for convenience and contain page numbers, suggested assessments, key terms, suggested pacing times, performance task suggestions, underlying skills, and other connected documents or resources. This is not a stand-alone document; teacher discretion is advised.

Date Created: 07.17.18				Chapter 1: Geography Is the Stage	
Lesson #	Titles of Lesson(s):		Suggested Pacing:		
1	Where in the World Are We?		2 hours and 45 minutes		
2	The Land We Call Home		3 hours and 15 minutes		
3	Land Regions		1 hour 50 minutes		
Lesson #	Skills Overview:				
1	Describe Washington's relative and absolute location Determine the difference between a natural boundary and a political boundary Utilize features of a map to read it more effectively				
2	Identify the physical and cultural characteristics of Washington Explain what renewable and nonrenewable resources are Describe natural resources and why they are important to people				
3	Compare and contrast the physical and cultural features of Washington's five land regions. Explain how Washington is connected to other regions of the world. Utilize a photograph to understand an event.				
Source	Page #	Lesson #	Big Question: "How does geography shape the way we live?" Guiding Question(s):		
TG	4	1	"How do maps help us to understand Washington's geographic place in the world?"		
	9	2	"What makes Washington State unique?"		
	14	3	"What land regions are important to Washington?"		
Key Terms					
TG	4	1	Compass, continent, country, geography, label, legend, natural boundary, political boundary, scale, state		
	9	2	Climate, cultural characteristic, elevation, landform, natural resource, non-renewable, physical characteristic, population, renewable, rural, urban		
	14	3	Agriculture, industry, irrigation, Pacific Northwest, region, timber, tourism		
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):		
CA	1-4	1	Geography is the Stage		
Required GLEs		Description:			
*See Terms & Def.		5.2.2 Social Studies Skills – Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.			
3.2.3		Geography – Understands that the geographic features of the Pacific Northwest have influenced the movement of people.			
5.2.1		Social Studies Skills – Creates and uses a research question to conduct research on an issue or event.			
5.1.2		Social Studies Skills - Evaluates the accuracy of primary and secondary sources.			
3.1.1		Geography – Constructs and uses maps to explain the movement of people.			
3.3.1		Geography - Explains that learning about the geography of Washington State helps us understand global trade.			
5.1.1		Social Studies Skills – Understands the concepts used in documents and sources.			
3.2.1		Geography - Understands human interaction with the environment			
5.4.1		Social Studies Skills - Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.			
3.1.2		Social Studies Skills – Understands the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.			
Lesson #	STI Correlation- http://www.k12.wa.us/IndianEd/TribalSovereignty/WA-ElementaryUnit1.aspx				
1	STI Unit 1				
2	STI Unit 1				
3	STI Unit 1				

Skills practiced in the lesson

Title of the Chapter along with titles of lessons

Suggested Pacing for each lesson

Key Terms and location

Big Question included from the chapter and Guiding Questions from each lesson

TG=Teacher's Guide
CA=Chapter Assessments

STI Correlation

Related GLEs within the chapter

Gibbs-Smith Washington Our Home

The following unit breakdowns are based on Office Superintendent of Public Instruction’s (OSPI) suggested grade level expectations (GLEs). These documents are designed to assist with the utilization of the adopted Gibbs-Smith Social Studies materials in connection with the GLEs and components of OSPI’s mandated web-based Since Time Immemorial - Native American Sovereignty Curriculum.

You will find the following units presented in this document:

Date Created: 07.17.18		Chapter 1: Geography Is the Stage	
Lesson #	Titles of Lesson(s):		Suggested Pacing:
1	Where in the World Are We?		2 hours and 45 minutes
2	The Land We Call Home		3 hours and 15 minutes
3	Land Regions		1 hour 50 minutes
Lesson #	Skills Overview:		
1	Describe Washington’s relative and absolute location.		
	Determine the difference between a natural boundary and a political boundary.		
	Utilize features of a map to read it more effectively.		
2	Identify the physical and cultural characteristics of Washington.		
	Explain what renewable and nonrenewable resources are.		
	Describe natural resources and why they are important to people.		
3	Compare and contrast the physical and cultural features of Washington’s five land regions.		
	Explain how Washington is connected to other regions of the world.		
	Utilize a photograph to understand an event.		
Source	Page #	Lesson #	Big Question: “How does geography shape the way we live?” Guiding Question(s):
TG	4	1	“How do maps help us to understand Washington’s geographic place in the world?”
	9	2	“What makes Washington State unique?”
	14	3	“What land regions are important to Washington?”
Key Terms			
TG	4	1	Compass, continent, country, geography, label, legend, natural boundary, political boundary, scale, state
	9	2	Climate, cultural characteristic, elevation, landform, natural resource, non-renewable, physical characteristic, population, renewable, rural, urban
	14	3	Agriculture, industry, irrigation, Pacific Northwest, region, timber, tourism
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):
CA	1-4	1	Geography is the Stage
Required GLEs <i>*See Terms & Def.</i>		Description:	

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5.2.2	Social Studies Skills – Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.
3.2.3	Geography – Understands that the geographic features of the Pacific Northwest have influenced the <u>movement</u> of people.
5.2.1	Social Studies Skills – Creates and uses a <u>research question</u> to conduct research on an issue or event.
5.1.2	Social Studies Skills - <u>Evaluates</u> the <u>accuracy</u> of primary and secondary sources.
3.1.1	Geography – Constructs and uses maps to <u>explain</u> the <u>movement</u> of people.
3.3.1	Geography - <u>Explains</u> that learning about the geography of Washington State helps us understand <u>global trade</u> .
5.1.1	Social Studies Skills – Understands the <u>concepts</u> used in documents and sources.
3.2.1	Geography - Understands human interaction with the environment
5.4.1	Social Studies Skills - Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
3.1.2	Social Studies Skills – Understands the physical, political, and cultural characteristics of <u>places</u> , <u>regions</u> , and people in the Pacific Northwest, including the difference between cities, states, and countries.
Lesson #	STI Correlation http://www.k12.wa.us/IndianEd/TribalSovereignty/WA-ElementaryUnit1.aspx
1	STI Unit 1
2	STI Unit 1
3	STI Unit 1

Date Created: 07.17.18		Chapter 2: Native People	
Lesson #	Titles of Lesson(s):		Suggested Pacing:
1	The First People		7 hours and 30 minutes
2	Coastal People		3 hours and 35 minutes
3	Plateau People		3 hours and 25 minutes
Lesson #	Skills Overview:		
1	Use vocabulary words to identify indigenous people appropriately.		
	Describe everyday life of the Paleo-Indians.		
	Explain the role of the changing climate on the Paleo-Indians.		
	Summarize a section from the text.		
2	Describe the everyday life of the Coastal people.		
	Identify the most important resources that Coastal tribes used.		
	Analyze coastal art.		
	Summarize a lesson.		
3	Describe the everyday life of the Plateau people.		
	Understand the importance of the land to the Plateau people.		
	Recognize the role of other groups in helping the Plateau people get what they needed.		
	Summarize a chapter.		
Source	Page #	Lesson #	Big Questions: “Who were the first people in Washington and how did they use their surroundings to meet their needs?” Guiding Question(s):
TG	24	1	“What was it like living in Washington for the first people?”
	30	2	“What was life like for the Coastal people in Washington?”
	36	3	“What was life like for the Plateau people in Washington?”
Key Terms			
TG	24	1	Adapt, ancient, atlatl, descendant, extinct, indigenous, petroglyph, pictograph
	30	2	Anthropology, ceremony, harpoon, legend, salmon, tide, tradition, weir
	36	3	Barter, belief, breed, elder, spiritual, tule
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):
CA	6-9	2	Native People
Required GLEs		Description:	
4.1.2		History –Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889	

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3.2.3	Geography – Understands that the geographic features of the Pacific Northwest have influenced the <u>movement</u> of people.
5.2.2	Social Studies Skills – Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.
4.4.1	History -Understands that significant historical events in Washington State have <u>implications</u> for current decisions.
4.3.1	History – Understands that there are multiple perspectives regarding the <u>interpretation</u> of historical events and creates an historical account using multiple sources.
5.4.1	Social Studies Skills - Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
3.1.2	Social Studies Skills – Understands the physical, political, and cultural characteristics of <u>places</u> , <u>regions</u> , and people in the Pacific Northwest, including the difference between cities, states, and countries.
5.1.1	Social Studies Skills – Understands the <u>concepts</u> used in documents and sources.
5.1.2	Social Studies Skills - <u>Evaluates</u> the <u>accuracy</u> of primary and secondary sources.
5.2.1	Social Studies Skills – Creates and uses a <u>research question</u> to conduct research on an issue or event.
Lesson #	STI Correlation http://www.k12.wa.us/IndianEd/TribalSovereignty/Elementary.aspx
1	STI Unit 1, STI Unit 3
2	STI Unit 1, STI Unit 3
3	STI Unit 1, STI Unit 2, STI Unit 3

Date Created: 07.17.18		Chapter 3: Explorers and Fur Traders	
Lesson #	Titles of Lesson(s):		Suggested Pacing:
1	Exploring by Sea		3 hours and 50 minutes
2	Exploring by Land		2 hours and 20 minutes
3	Fur-Trading Days		3 hours and 10 minutes
Lesson #	Skills Overview:		
1	Explain the purpose of the explorers and exploration.		
	Define the successes and failures of the early explorers.		
	Describe the impact early exploration had on the Native people.		
	Make text-to-self connections.		
2	Construct a timeline of the Lewis and Clark expedition.		
	Explain the encounters Lewis and Clark had with the Native peoples from multiple perspectives.		
	Make text-to-text connections.		
3	Explain the impact the fur trade had on the environment.		
	Explain the impact of fur trading on the Native peoples.		
	Describe the role of the fort.		
	Describe the people who lived and worked in Oregon Country.		
Make text-to-world connections.			
Source	Page #	Lesson #	Big Questions: “How did early exploration, encounters, and trade shape our history?” Guiding Question(s):
TG	48	1	“What was the purpose of early exploration?”
	52	2	“What role did Lewis and Clark play in the Pacific Northwest?”
	55	3	“How did fur trading impact the region?”
Key Terms			
TG	48	1	Cove, claim, circumnavigate, encounter, pelt, ritual
	52	2	Expedition, interpret, overland, rapids, slave, survey, terrain
	55	3	Communicate, felt, fort, immigrate, rendezvous, supervise
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):
CA	11-14	3	Explorers and Fur Traders
Required GLEs		Description:	
4.1.2	History –Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889		
4.2.1	History – Understands and <u>analyzes</u> how individuals caused change in Washington State history.		

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4.3.1	History – Understands that there are multiple perspectives regarding the <u>interpretation</u> of historical events and creates an historical account using multiple sources.
3.1.1	Geography – Constructs and uses maps to <u>explain</u> the <u>movement</u> of people.
5.2.1	Social Studies Skills – Creates and uses a <u>research question</u> to conduct research on an issue or event.
5.4.1	Social Studies Skills - Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
5.4.2	Social Studies Skills - Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source.
5.2.2	Social Studies Skills – Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.
3.2.3	Geography – Understands that the geographic features of the Pacific Northwest have influenced the <u>movement</u> of people.
5.1.2	Social Studies Skills - <u>Evaluates</u> the <u>accuracy</u> of primary and secondary sources.
2.1.1	Economics - Understands and <u>analyzes</u> the <u>costs</u> and <u>benefits</u> of people's decisions to move and relocate to meet their needs and wants.
2.2.1	Economics - Understands the basic elements of Washington State's <u>economic system</u> , including <u>agriculture</u> , businesses, industry, <u>natural resources</u> , and <u>labor</u> .
2.4.1	Economics - Understands how geography, <u>natural resources</u> , climate, and available <u>labor</u> contribute to the <u>sustainability</u> of the economy of <u>regions</u> in Washington State.
4.4.1	History - Understands that significant historical events in Washington State have <u>implications</u> for current decisions.
Lesson #	STI Correlation http://www.k12.wa.us/IndianEd/TribalSovereignty/WA-ElementaryUnit1.aspx
1	STI Unit 1
2	STI Unit 1
3	STI Unit 1

Date Created: 07.17.18		Chapter 4: Early Immigration and Settlement	
Lesson #	Titles of Lesson(s):		Suggested Pacing:
1	The Missionaries		3 hours and 5 minutes
2	The Oregon Trail		3 hours and 10 minutes
Lesson #	Skills Overview:		
1	Explain why missionaries came to the Northwest.		
	Explain that Catholic missions remained open after other missions closed.		
	Describe the disease and death that affected the tribes near the missions.		
2	Describe the hard trek across the Oregon Trail.		
	Explain why people moved west.		
	Explain the effect settlers had on Native Americans.		
Source	Page #	Lesson #	Big Question: “What groups came to settle in Oregon Country?” Guiding Question(s):
TG	62	1	“What role did missionaries play in the settlement of Oregon Country?”
	67	2	“How did the westward movement of white settlers to the Pacific Northwest affect both settlers and Native Americans?”
Key Terms			
TG	62	1	Convert, disease, massacre, missionary, orphanage, religion, settler, tragedy, vaccine
	67	2	Frontier, hardship, homestead, pioneer, prejudice, slavery
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):
CA	16-20	4	Early Immigration and Settlement
Required GLEs <i>*See Terms & Def.</i>		Description:	
4.1.2	History –Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889		
4.3.1	History – Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources.		
5.2.2	Social Studies Skills – Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.		
3.1.1	Geography – Constructs and uses maps to <u>explain</u> the <u>movement</u> of people.		
3.2.3	Geography – Understands that the geographic features of the Pacific Northwest have influenced the <u>movement</u> of people.		

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5.2.1	Social Studies Skills – Creates and uses a <u>research question</u> to conduct research on an issue or event.
4.2.1	History – Understands and <u>analyzes</u> how individuals caused change in Washington State history.
5.4.1	Social Studies Skills- Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
5.1.1	Social Studies Skills – Understands the <u>concepts</u> used in documents and sources.
5.4.2	Social Studies Skills- Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source.
Lesson #	STI Correlation http://www.k12.wa.us/IndianEd/TribalSovereignty/WA-ElementaryUnit1.aspx
1	STI Unit 1
2	STI Unit 1

Date Created: 07.17.18		Chapter 5: Territories and Treaties	
Lesson #	Titles of Lesson(s):	Suggested Pacing:	
1	Two New Territories	5 hours and 25 minutes	
2	The Treaty-Making Era	3 hours and 55 minutes	
3	Becoming a State	3 hours and 40 minutes	
Lesson #	Skills Overview:		
1	Describe how Washington Territory was created.		
	Identify the causes and effects of the “Pig War.”		
	Summarize how America and Britain worked together to avoid war and conflict.		
2	Identify and explain the creation of reservations.		
	Compare and contrast the point of view of settlers and Native people on the treaties.		
	Summarize the conflicts caused by the treaties.		
3	Identify the industries bringing more people to Washington.		
	Summarize the importance of railroads to Washington.		
	Compare and contrast the roles of different immigrant groups in the history of Washington.		
	Explain how Washington became a state.		
Source	Page #	Lesson #	Big Question: “What events caused conflict and change in Washington’s early history?” Guiding Question(s):
TG	76	1	“How did Washington become a territory?”
	81	2	“How did the treaties change Washington Territory?”
	86	3	“How did Washington Territory become the state of Washington?”
Key Terms			
TG	76	1	Compromise, governor, negotiate, ownership, tension, territory, treaty
	81	2	Civilize, conflict, council, defend, injustice, fertile, profit, reservation, surrender
	86	3	Community, discrimination, ethnic, opportunity, permitted, port
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):
CA	24-26	5	Territories and Treaties
Required GLEs		Description:	

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<i>*See Terms & Def.</i>	
1.3	Understands the purposes and organization of international relationships and U.S. foreign policy.
3.1.1	Geography – Constructs and uses maps to <u>explain</u> the <u>movement</u> of people.
4.1.2	History –Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889
4.3.2	History - Understands that there are multiple perspectives and interpretations of historical events.
3.2.1	Geography - Understands human interaction with the environment
5.1.1	Social Studies Skills – Understands the <u>concepts</u> used in documents and sources.
4.3.1	History– Understands that there are multiple perspectives regarding the <u>interpretation</u> of historical events and creates an historical account using multiple sources.
5.3	Social Studies Skills - Deliberates public issues.
4.4.1	History -Understands that significant historical events in Washington State have <u>implications</u> for current decisions.
5.2.1	Social Studies Skills – Creates and uses a <u>research question</u> to conduct research on an issue or event.
5.2.2	Social Studies Skills – Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.
Lesson #	STI Correlation http://www.k12.wa.us/IndianEd/TribalSovereignty/WA-ElementaryUnit1.aspx
1	N/A
2	STI Unit 1
3	N/A

Date Created: 07.17.18		Chapter 6: Our Government	
Lesson #	Titles of Lesson(s):		Suggested Pacing:
1	Levels of Government		4 hours and 20 minutes
2	Our Rights, Our Laws		3 hours and 20 minutes
3	Our Responsibilities		2 hours and 35 minutes
Lesson #	Skills Overview:		
1	Understand the roles of government.		
	Compare and contrast different levels of government.		
	Explain how governments create laws.		
2	Understand the rule of law.		
	Compare and contrast different types of laws.		
	Describe why laws are corrected over time.		
3	Explain the process of a bill becoming a law.		
	Explain why it is important to participate as a citizen in Washington and the United States.		
	Describe different ways to participate in government.		
Source	Page #	Lesson #	Big Question: “What are the roles and responsibilities of citizens and government in Washington?” Guiding Question(s):
TG	98	1	“How does government serve the people?”
	104	2	“How do laws affect the citizens of Washington?”
	109	3	“What are ways that adults and children can participate as citizens?”
Key Terms			
TG	98	1	Accountable, citizen, civil rights, constitution, county, distribute, enforce, executive, legislate, persuade, representative, sovereignty, tax
	104	2	Bill, prohibit, protest, right, rule of law, value, veto
	109	3	Civic, duty, exercise, guaranteed, investigate, responsibility, voluntary, volunteer, suffrage
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):
CA	30-32	6	Our Government
Required GLEs <i>*See Terms & Def.</i>		Description:	
5.2.2		Social Studies Skills- Understands the main ideas from an artifact, primary source, or secondary source describing an issue or event.	

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1.2.2	Civics - Understands how and why state and tribal governments make, interpret, and carry out policies, rules, and <u>laws</u> .
1.2.1	Civics - Understands that <u>governments</u> are organized into local, state, tribal, and national levels.
1.1.2	Civics - <u>Evaluates</u> the effectiveness of a law or policy by explaining how it promotes <u>ideals</u> .
4.4.1	Civics -Understands that significant historical events in Washington State have <u>implications</u> for current decisions.
1.4.1	Civics - Understands that civic participation involves being informed about public issues and voting in elections.
4.2.1	History – Understands and <u>analyzes</u> how individuals caused change in Washington State history.
5.2.1	Social Studies Skills – Creates and uses a <u>research question</u> to conduct research on an issue or event.
5.1.1	Social Studies Skills – Understands the <u>concepts</u> used in documents and sources.
5.4.1	Social Studies Skills - Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
Lesson #	STI Correlation http://www.k12.wa.us/IndianEd/TribalSovereignty/Elementary.aspx
1	STI Unit 1, STI Unit 3
2	STI Unit 1, STI Unit 3
3	STI Unit 3

Date Created: 07.17.18	Chapter 7: Working in Washington	
Lesson #	Titles of Lesson(s)	Suggested Pacing
1	Elements of Our Economy	3 hours and 15 minutes

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2	Washington’s Industries	1 hour and 50 minutes + 1 week	
3	Global Trade	2 hours 25 minutes	
Lesson #	Skills Overview:		
1	Examine different elements of Washington’s economy.		
	Investigate the importance of dams in the state’s economy.		
2	Compare and contrast the different industries in Washington.		
	Explain how transportation keeps our economy going.		
3	Examine reasons for why trade is important in Washington.		
	Analyze the role of Washington in international trade.		
	Understand how geography affects world trade.		
Source	Page #	Lesson #	
Big Question: “How do economic decisions affect our quality of life?”			
Guiding Question(s):			
TG	120	1	“How do elements of Washington’s economy help its citizens?”
	124	2	“How do different industries in Washington keep our economy going?”
	129	3	“What role does geography play in Washington’s economy?”
Key Terms			
TG	120	1	Conserve, economy, employment, good, hydroelectricity, labor, poverty, reservoir, service, sustain
	124	2	Consumer, distributor, livestock, manufacture, processed foods, producer, product technology, tourist
	129	3	Cargo, export, gateway, global, import, infrastructure
Source	Page #	Chapter	Assessments and Performance Task Suggestion(s):
CA	35-37	7	Working in Washington
Required GLEs <i>*See Terms & Def.</i>		Description:	
2.4.1	Economics -Understands how geography, <u>natural resources</u> , climate, and available <u>labor</u> contribute to the <u>sustainability</u> of the economy of <u>regions</u> in Washington State.		
3.3.1	Geography - <u>Explains</u> that learning about the geography of Washington State helps us understand <u>global trade</u> .		
2.2.1	Economics - Understands the basic elements of Washington State's <u>economic system</u> , including <u>agriculture</u> , businesses, industry, <u>natural resources</u> , and <u>labor</u> .		
3.2.3	Geography - Understands that the geographic features of the Pacific Northwest have influenced the <u>movement</u> of people.		

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3.1.2	Geography - Understands the physical, political, and cultural characteristics of <u>places</u> , <u>regions</u> , and people in the Pacific Northwest, including the difference between cities, states, and countries.
5.1.1	Social Studies Skills – Understands the <u>concepts</u> used in documents and sources.
5.1.2	Social Studies Skills - <u>Evaluates</u> the <u>accuracy</u> of primary and secondary sources.
2.1.1	Economics - Understands and <u>analyzes</u> the <u>costs</u> and <u>benefits</u> of people's decisions to move and relocate to meet their needs and wants.
5.4.1	Social Studies Skills - Draws clear, well-reasoned conclusions and provides explanations that are supported by artifacts and/or primary sources in a paper or presentation.
5.2.1	Social Studies Skills – Creates and uses a <u>research question</u> to conduct research on an issue or event.
2.1.1	Economics - Understands and <u>analyzes</u> the <u>costs</u> and <u>benefits</u> of people's decisions to move and relocate to meet their needs and wants.
2.2.2	Economics - Understands that the economy in Washington State relies on <u>trade</u> with Pacific Rim countries.
Lesson #	STI Correlation http://www.k12.wa.us/IndianEd/TribalSovereignty/WA-ElementaryUnit1.aspx
1	N/A
2	STI Unit 1
3	N/A