### Stage 1 – Desired Results

**Established Goals:**
- What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address?

**Understanding(s):**
*Students will understand that...*
- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

**Essential Question(s):**
- What provocative questions will foster inquiry, understanding, and transfer of learning?

**Students will know...**
- What key knowledge and skills will students acquire as a result of this unit?
- What should they eventually be able to do as a result of such knowledge and skill?

**Students will be able to...**
- Through what authentic performance task(s) will student demonstrate the desired understandings?
- By what criteria will “performances of understanding” be judged?

### Stage 2 – Assessment Evidence

**Performance Task(s):**
- Through what authentic performance task(s) will student demonstrate the desired understandings?
- By what criteria will “performances of understanding” be judged?

**Other Evidence:**
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

### Stage 3 – Learning Plan

**Learning Activities:**
- What learning experiences and instruction will enable students to achieve the desired results?
- How will the design
  - **W**=Help the students know **Where** the unit is going and **What** is expected? Help the teacher know **Where** the students are coming from (prior knowledge, interest)?
  - **H**=Hook all students and **Hold** their interest?
  - **E**=Equip students, help them **Experience** the key ideas, and **Explore** the issues?
  - **R**=Provide opportunities to **Rethink** and **Revise** their understandings and work?
  - **E**=Allow students to **Evaluate** their work and its implications?
  - **T**=Be **Tailored** (personalized) to the different needs, interests, and abilities of learners?
  - **O**=Be **Organized** to maximize initial and sustained engagement as well as effective learning?

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Stage 1 – Desired Results

Established Goals:
World – Major Societies (600-1450 CE)
Understand how themes and developments have defined eras in world history by: Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. (4.1.2, part 1)

Understanding(s):
Students will understand...
- Physical geography contributes to the political, economic, and cultural development of a particular civilization
- How religion and government exercise authority over people
- How does the movement of ideas, goods and people affect cultures
- How trade affects culture

Essential Question(s):
- What significant contributions were made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts?

Students will know...
- How cultures and cultural groups contributed to Washington State or world history. (4.2.2)
- How various forms of government affect the lives of people in the past or present (1.2.3)

Students will be able to...
- Understand examples of cultural diffusion in the world from the past or in the present. (3.2.2)
- Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event. (5.2.2)

Stage 2 – Assessment Evidence

Performance Task(s):

Other Evidence:

Stage 3 – Learning Plan

Learning Activities:

### Stage 1 – Desired Results

**Established Goals:**
World – Major Societies (600-1450 CE)
Understand how themes and developments have defined eras in world history by: Explaining and comparing the development of major societies from 600-1450 in two or more regions of the world. (4.1.2, part 1)

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<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
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<tbody>
<tr>
<td>Students will understand...</td>
<td>What significant contributions were made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts?</td>
</tr>
<tr>
<td>✯ Physical geography contributes to the political, economic, and cultural development of a particular civilization</td>
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</tr>
<tr>
<td>✯ What stimulates the movement of goods, people, and ideas</td>
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<tr>
<td>✯ How and why the rule of law develops in civilizations</td>
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<tr>
<td>✯ How different economic systems affect people’s daily lives</td>
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</table>

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>✯ How individuals and movements have shaped Washington State or world history. (4.2.1)</td>
<td>✯ Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. (2.2.1)</td>
</tr>
<tr>
<td>✯ How human spatial patterns have emerged from natural processes and human activities in the past or present. (3.1.2)</td>
<td>✯ Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event. (5.2.2)</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

<table>
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<th>Performance Task(s):</th>
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### Stage 3 – Learning Plan

Learning Activities:

### Stage 1 – Desired Results

**Established Goals:**

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Understand how themes and developments have defined eras in world history by: Explaining and comparing the development of major societies from 600–1450 in two or more regions of the world. (4.1.2, part 1)

**Understanding(s):**

* Students will understand...  
  * Physical geography contributes to the political, economic, and cultural development of a particular civilization  
  * How religion and government exercise authority over people  
  * How does the movement of ideas, goods and people affect cultures

**Essential Question(s):**

* What significant contributions were made by major societies in the world from 600 to 1450 that advanced science, technology, and the arts?

**Students will know...**

* How technology and ideas have impacted Washington State or world history. (4.2.3)

**Students will be able to...**

* Analyze a major historical event and how it is represented on timelines form different cultural perspectives. (4.1.1)
* Evaluate the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event. (5.2.2)

### Stage 2 – Assessment Evidence

**Performance Task(s):**

**Other Evidence:**

### Stage 3 – Learning Plan

**Learning Activities:**
### Stage 1 – Desired Results

**Established Goals:**
WA – Territory and Treaty Making (1854-1889)

<table>
<thead>
<tr>
<th>Understanding(s): Students will understand...</th>
<th>Essential Question(s): What is the legacy of the treaty-making period o the way we live today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✯ How physical geography affected the growth and development of the state</td>
<td></td>
</tr>
<tr>
<td>✯ What impact the development of Washington State had on different cultural groups</td>
<td></td>
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<tr>
<td>✯ How Washington emerged from a territory to achieve statehood</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✯ How the following themes and developments help to define eras in Washington State history from 1854 to the present: Territory and treaty-making (4.1.2, part 2)</td>
<td>✯ Analyze multiple causal factors that shape major events in Washington State or world history. (4.3.2)</td>
</tr>
<tr>
<td></td>
<td>✯ Analyze multiple factors, make generalizations and interpret primary sources to formulate a thesis in a paper or presentation. (5.4.1)</td>
</tr>
<tr>
<td></td>
<td>✯ Create annotated bibliography or works cited page using an appropriate format (5.4.2)</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

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<thead>
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<th>Performance Task(s):</th>
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### Stage 3 – Learning Plan

| Learning Activities: | |
|----------------------||
|                      | |

Stage 1 – Desired Results

Established Goals:
WA – Railroads, Reform, Immigration, and Labor (1889-1930)

<table>
<thead>
<tr>
<th>Understanding(s):</th>
<th>Essential Question(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand...</td>
<td>How does the Washington State Constitution define the state’s ideals and values? What were the causes and consequences of Washington becoming a state?</td>
</tr>
<tr>
<td>✯ What is unique about the government of Washington State and what priorities does it reflect?</td>
<td></td>
</tr>
</tbody>
</table>

Students will know...
✯ How the following themes and developments help to define eras in Washington State history from 1854 to the present: Railroads, reform, immigration, and labor (4.1.2, part 3)
✯ The role of immigration in shaping societies in the past or present. (3.2.3)

Students will be able to...
✯ Understand how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state. (1.1.1)

Stage 2 – Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task(s):</th>
<th>Other Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Based Assessment (CBA): “People on the Move”</td>
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</table>

Stage 3 – Learning Plan

Learning Activities:

### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals:</th>
<th>WA – Great Depression and World War II (1930-1945)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding(s):</td>
<td>Students will understand... How the people of Washington State respond to the political, economic, and social challenges of the Great Depression and World War II?</td>
</tr>
<tr>
<td>Essential Question(s):</td>
<td>What is the legacy of the Great Depression and World War II for Washington state?</td>
</tr>
<tr>
<td>Students will know...</td>
<td>How the following themes and developments help to define eras in Washington State history from 1854 to the present: The Great Depression and World War II (4.1.2, part 4)</td>
</tr>
<tr>
<td>Students will be able to...</td>
<td>Anaylze the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution. (1.1.2)</td>
</tr>
<tr>
<td></td>
<td>Analyze maps and charts from a specific time period to analyze an issue or event (3.1.1)</td>
</tr>
<tr>
<td></td>
<td>Analyze and interpret historical materials from a variety of perspectives in Washington State or world history. (4.3.1)</td>
</tr>
</tbody>
</table>

### Stage 2 – Assessment Evidence

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<tr>
<th>Performance Task(s):</th>
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### Stage 3 – Learning Plan

<table>
<thead>
<tr>
<th>Learning Activities:</th>
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</thead>
</table>

## Stage 1 – Desired Results

### Established Goals:

### Understanding(s):
* Students will understand...
  - What significant political, economic, and social challenges affected Washington State in the post-World War II era? How did these challenges impact individuals and groups of people?
  - What are the key industries of Washington State, past and present?

### Essential Question(s):
- How has technology shaped the way people live in Washington?

### Students will know...
* How the following themes and developments help to define eras in Washington State history from 1854 to the present: New Technologies and Industries (4.1.2, part 5)
* How the environment has affected people and how people have affected the environment in Washington State in the past or present (3.2.1)

### Students will be able to...
* Analyze how an event in Washington State or world history helps us to understand a current issue. (4.4.1)
* Understand and analyze the distribution of wealth and sustainability of resources in Washington State. (2.4.1)

## Stage 2 – Assessment Evidence

### Performance Task(s):

### Other Evidence:

## Stage 3 – Learning Plan

### Learning Activities:

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### Stage 1 – Desired Results

**Established Goals:**
**WA – Contemporary Washington (1980-present)**

**Understanding(s):**
*Students will understand...*
- How people have sought to create a vibrant and sustainable economy in Washington?

**Essential Question(s):**
*What challenges face the people of Washington State today? How can citizens work to address these challenges?*

**Students will know...**
- How the following themes and developments help to define eras in Washington State history from 1854 to the present: Contemporary Washington (4.1.2, part 6)
- The effectiveness of different forms of civic involvement (1.4.1)
- How international agreements have affected Washington State in the past or present (1.3.1)
- The importance of financial literacy in making economic choices (2.1.1)

**Students will be able to...**
- Understand and analyze the structure, organization, and powers of government at the local, state, and tribal levels including the concept of tribal sovereignty. (1.2.1)
- Understand and analyze the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present. (2.3.1)
- Understand and analyze how the forces of supply and demand have affected international trade in Washington State in the past or present. (2.2.2)
- Understand evidence supporting a position on an issue or event. (5.1.1)
- Evaluate the breadth of evidence supporting positions on an issue or event. (5.1.2)
- Create and use research questions to guide inquiry on an issue or event (5.2.1)
- Analyze and respond to multiple viewpoints on public issues brought forth in the context of a discussion. (5.3.1)

### Stage 2 – Assessment Evidence

**Performance Task(s):**

**Other Evidence:**

### Stage 3 – Learning Plan

**Learning Activities:**

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