

Building a Yearlong Scope and Sequence

This document provides suggestions on how to build a yearlong Washington State History scope and sequence suitable for districtwide use.

Create the Rationale: In Fall 2019, OSPI revised K-12 Social Studies Learning Standards. The revised standards established a scope and sequence whereby 7th grade content would transition to a full year, two-semester course of Washington history...

Create the Washington State History Course Description: SPS SAMPLE: *Washington history begins with the first people of this land. Students will examine the tribal and colonial histories of Washington's past and their civic and social responsibilities to Washington's future. Their study includes an examination of tribal homelands, state and tribal constitutions, the struggle to balance indigenous land-based values and colonial land values, contemporary popular and tribal sovereignty issues, and the impact both have on sustainability. Through study of migration, social justice, urbanization, and human interactions with the environment, students will develop their own agency as well as enduring understandings of the core concepts and ideas in civics, economics, geography, and history as outlined in state social studies standards.*

Define Standards You Will Use:

- **Washington State Standards for Social Studies (WSSS)** – The identified WSSS Standards incorporate the **College, Career, and Civic Life Framework (C3)** and **Common Core State Standards**.
- **Since Time Immemorial Essential Understandings and Learning Outcomes:** - Under [RCW 28A.320.170](#)
- Washington requires that all common schools incorporate *Since Time Immemorial: Tribal Sovereignty in Washington State* into their core social studies curriculum.
- Consider **American Indian Essential Understandings** developed by The Smithsonian's National Museum of the American Indian are identified in inquiry blueprints or focused inquiries.

Consider Yearly Themes: Possible Themes: since time immemorial, conflicting land values, student agency

Consider Your Practices: SEL? Anti-Racist? Other? STI is not just about content. It is about building relationships. One of the first steps toward building relationships should be creating culturally responsive school environments free of stereotype threat.

How Will You Design Units? They should all look alike

- **Overall Structure** – Align with existing OSPI social studies unit titles and the provided scope and sequence. **What will you require?** Think of delineating the least teachers ought to do.
- **Inquiry Design Model** – *The Inquiry Design Model (IDM)...focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards](#) (2013).*
- **Pacing Guide** – Provide a curriculum map or other document that identifies in which order units are to be taught. Make sure to include live links whenever possible. Include STI Units.
- **Assessments** – Provide suggested formative and summative assessments as well as recommended Classroom Based Assessments (CBAs)
- **Modifications** – Provide suggested differentiation for learners as well as modification ideas of tasks

What Resources Will You Provide?

- **Essential Texts:**
 - [The State We're In: Your Guide to State, Tribal, and Local Government, 8th electronic edition](#) League of Women Voters of Washington
 - Your district adopted textbook with problematic chapters and selections identified
- **Recommended Texts:**
 - *People of Cascadia* (Bohan, 2009)
 - Others?
- **Online Materials:**
 - *Digital Units from Since Time Immemorial: Tribal Sovereignty in Washington State* (Consider using recommended materials from the OSPI Office of Native Education website.
 - *Native Knowledge 360° (Why Do the Foods We Eat Matter?)* Which modules will you reserve exclusively for Washington history? U.S. history?
 - List other reliable resources for teachers to consult.
 - How will you guide teachers or what is your expectation for using unrecommended materials?