



# WASHINGTON STATE BOARD OF EDUCATION

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## **SOCIAL STUDIES GRADE LEVEL EXPECTATIONS (GLES) & OSPI'S TRIBAL SOVEREIGNTY UNIT: EFFORTS TO ENSURE THE TEACHING OF NATIVE AMERICAN HISTORY**

### **INTRODUCTION**

OSPI has taken several steps recently to ensure that students have opportunities to learn about tribal history and governance. These steps, described briefly in this memorandum, will be discussed in more detail at the meeting, by Caleb Perkins, OSPI Social Studies and International Education Program Supervisor,

### **BACKGROUND**

The State Superintendent formally adopted Social Studies Grade Level Expectations (GLEs). While these state standards focus primarily on big concepts and ideas that apply to all groups, there are several specific references to the tribes, tribal history, and treaties. For example, one of the GLEs for civics requires students to “understand and analyze the structure, organization, and powers of government at the local, state, and tribal levels, including the concept of tribal sovereignty. Specific social studies Essential Academic Learning Requirements (EALRs) and GLEs that reference Native American tribal issues can be found in Appendix A.

Similarly, while none of the state-developed Classroom-Based Assessments (CBAs) in social studies require that students examine tribal governance or history, several provide opportunities for this learning. For example, the Constitutional Issues CBA *could* be used to study the issue of tribal sovereignty, and all of the history, geography, and economics CBAs *could* involve the study of tribes. Several CBAs ask students to compare the experiences of two groups. During the state pilot of these assessments, students often chose a local tribe to be one of the groups.

In addition, OSPI has invested in the development of a sovereignty curriculum that is designed to help students understand sovereignty—the right to rule and govern your own people and territory—from the perspective of native peoples. A copy of the draft curriculum has been provided to the Board’s Tribal Lead, Dr. Bernal Baca, and will be available at the Board meeting for Board members to review.

## Social Studies Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) Pertaining to Native Americans

**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."

### Social Studies Grade Level Expectations

The history of Native Americans is introduced in the third grade, as per this description<sup>1</sup> of the third grade learner:

"In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, **including the study of American Indians**. Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective."

The fourth grade is when study begins to deepen in civics and history:

4th Grade CIVICS GLE 1.2.1 - Understands that governments are organized into local, state, **tribal**, and national levels.

4th Grade CIVICS GLE 1.2.2 - Understands how and why state and **tribal** governments make, interpret, and carry out policies, rules, and laws.

4th Grade HISTORY GLE 4.1.2 - Understands how the following themes and developments help to define eras in Washington State history from time immemorial to 1889:

- **Growth of northwest coastal and plateau tribes prior to treaties (time immemorial to 1854).**
- Maritime and overland exploration, **encounter**, and trade (1774-1849).
- Immigration and settlement (1811-1889).
- **Territory and treaty-making (1854-1889).**

Study is revisited in seventh grade civics and history:

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<sup>1</sup> *Social Studies Essential Academic Learning Requirements: A Recommended Grade-by-Grade Level Sequence for Grade Level Expectations—Grades K-12*. Office of Superintendent of Public Instruction. June 2008.

7th Grade CIVICS 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.

7th Grade CIVICS 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**.

7th Grade HISTORY GLE 4.1.2 - Understands how the following themes and developments help to define eras in Washington State history from 1854 to the present:

- **Territory and treaty-making (1854-1889).**
- Railroads, reform, immigration, and labor (1889-1930).
- The Great Depression and World War II (1930-1945).
- New technologies and industries (1945-1980).
- Contemporary Washington State (1980-present).

Study is revisited in twelfth grade civics:

12th Grade CIVICS GLE 1.2.3 - Analyzes and evaluates the structures of state, **tribal**, and federal forms of governments by comparing them to those of other governments.