

Elementary WA: Unit 1-Exploring the Pacific Northwest Prior to Statehood: Tribal Homelands

Social Studies Standards

<i>Since Time Immemorial Unit</i>	State Social Studies Standards Alignment
WA State History Unit 1: Exploring the Pacific Northwest Prior to Statehood: Tribal Homelands	SSS1.1.4.1,2; SSS2.4.2; SSS3.4.1; SSS4.4.1-3 C1.4.1,3,4; C3.4.1-5; C4.4.1-4 E2.4.1,3; E4.4.1-3 G1.4.1,2; G2.4.1,2; G3.4.1 H1.4.1-3; H2.4.1-3; H3.4.1-4; H4.4.1-4

English/Language Arts Standards – 4th Grade

	Level 1	Level 2	Level 3
Reading: Literature	4.1, 4.4, 4.6	4.1, 4.2, 4.3, 4.4, 4.6, 4.7	4.1, 4.6, 4.9, 4.10
Reading Informational Text	4.1, 4.2, 4.4, 4.7	4.1, 4.2, 4.3, 4.4, 4.7, 4.8	4.1, 4.3, 4.8 4.9, 4.10
Reading: Foundational Skills	4.3A, 4.4A, 4.4B, 4.4C	4.3A, 4.4A, 4.4B, 4.4C	4.3A, 4.4A, 4.4B, 4.4C
Writing	4.1B, 4.2D	4.2B, 4.2D, 4.7, 4.8	4.4, 4.5, 4.6, 4.7, 4.8, 4.9
Speaking and Listening	4.1A-D, 4.2, 4.3	4.1A-D, 4.2, 4.3, 4.4	4.4, 4.5, 4.6
Language Standards	Key Words: Tribal Sovereignty, Time Immemorial, Tribal Lifeways, Covenant with the Creator, Homelands Identify, determine meaning, explain, and quote information and new vocabulary	Key Words: Sovereignty, Boundary, Nations, Territory, Reservations, Retell, describe, and identify key factors in origin stories	Key words: environment, distribution, culture, economic, lifestyle, culture, needs, wants, hierarchy, ecosystems, isolated, consumptive, interaction, explain, draw conclusions

Key: 4.1 = Grade 4/Standard 1

English/Language Arts Standards – 5th Grade

	Level 1	Level 2	Level 3
Reading: Literature	5.1, 5.4, 5.6	5.2, 5.3, 5.7	5.6, 5.9, 5.10
Reading Informational Text	5.1, 5.2, 5.4	5.8, 5.9	5.3, 5.8-10
Reading: Foundational Skills	5.3a, 5.4a, 5.4c	5.3a, 5.4a-c	5.3a, 5.4a-c
Writing	5.1b, 5.2d	5.2d, 5.2e, 5.7-8	5.5-9
Speaking and Listening	5.1a-d, 5.2, 5.3	5.1a-d, 5.2, 5.3, 5.4	5.5, 5.6
Language Standards	Key Words: Identify, determine meaning, explain, and quote information and new vocabulary.	Key Words: Retell, describe, and identify key factors in origin stories	Key Words: Identify, describe, and present evidence and rationale for settlement and movement of two groups.

Key: 5.1 = Grade 5/Standard 1

Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1, 2, 3	WA - Exploring the Pacific Northwest Prior to Statehood: Tribal Homelands

ESE Standard 1:	Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines natural and human sustainability of local, regional, national, tribal, and global communities. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>
ESE Standard 2:	The Natural and Built Environment. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 4, 5</i>
ESE Standard 3:	Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. <i>Aligns to Since Time Immemorial Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>

Social Emotional Learning (SEL) Standards

SEL Standard	Benchmark (Late Elementary)
Self-Awareness	1B
Social Awareness	4A,4B,4C
Self-Management	2A,2B,3B
Social Management	5A,5B,5C
Self-Efficacy	3B,3C
Social Engagement	6A,6B,6C