

High School Civics/Contemporary World Problems

Unit 2 – Environmental Issues: The Boldt Decision

Social Studies Standards

<i>Since Time Immemorial Unit</i>	State Social Studies Standards Alignment
Civics/Contemporary World Problems Unit 2: Environmental Issues: The Boldt Decision	SSS1.9-12.1-5; SSS2.9-12.1-4; SSS3.9-12.1,3-6; SSS4.9-12.1-4 C1.11-12.1-3; C2.9-10.1,2; C2.11-12.1-4; C3.9-10.1,2; C3.11-12.1-3; C4.11-12.1-4 E1.11-12.1-4; E2.11-12.1-7; E3.11-12.1-5; E4.11-12.1-6 G1.11-12.1-7; G2.11-12.1-7; G3.11-12.1-5 H1.11-12.1,2; H2.11-12.1-5; H3.11-12.1-7; H4.11-12.1-3

English/Language Arts Standards

	Level 1	Level 2	Level 3
Reading: Literature			
Reading Informational Text	11-12.1-4	11-12.1-6	11-2.1-7
Reading Standards for Literacy in History/Social Studies	11-12.1-4	11-12.1-10	11-12.1-10
Writing	11-12.1, 11-12.1a-c, 11-12.1e	11-12.1, 11-12.1a-c, 11-12.1e,2, 11-12.2a-f, 11-12.4, 11-12.6	11-12.1,1a-c,1e,2,2a-f,4,6-9,9b

Key: 11-12.1 = Grade 11-12/Standard 1

Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1,2,3	Civics/CWP – Environmental Issues: The Boldt Decision

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 (High School)
Self-Awareness	1A,1B,1C
Social Awareness	4A,4B,4C
Self-Management	2A,2B
Social Management	5A,5B,5C
Self-Efficacy	3A,3B,3C
Social Engagement	6A,6B,6C