

Since Time Immemorial

Washington State Tribal Sovereignty Curriculum at a Glance

<http://www.k12.wa.us/IndianEd/TribalSovereignty/>



Early Learning Curriculum

Lesson One - Who We Are
Lesson Two - House of Salmon
Lesson Three - Respecting Our House

Elementary Curriculum

Primary Elementary K-3

Pathway 1: [Stories and Histories of Our Place](#)
Pathway 2: [Honoring the Salmon](#)
Pathway 3: [Giving Thanks](#)

Washington State History – 4th Grade

Unit 1: [Exploring the Pacific Northwest Prior to Statehood: Tribal Homelands](#)
Unit 2: [Living in Washington: Celilo Falls](#)
Unit 3: [Being Citizens of Washington: Salmon Recovery and the Boldt Decision](#)

U.S. History – 5th Grade

Unit 1: [Encounter, Colonization, and Devastation: Tribal Homelands](#)
Unit 2: [Independence: Revolution and the U.S. Constitution in Indian Country](#)
Unit 3: [Legacy for Us Today: Elwha](#)

Northwest Native American Reading Curriculum

Contact Office of Native Education at 360.725.6160 for curriculum resources
Units include Drum, Canoe, and Hunting and Gathering

Lewis and Clark

Honoring Tribal Legacies: (Early Learning – Post Secondary)
<https://blogs.uoregon.edu/honoringtriballegacies/teachings/>
<https://lc-triballegacy.org/>

Regional Learning Project

<http://www.k12.wa.us/IndianEd/TribalSovereignty/Regional.aspx>

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Middle School Curriculum

Washington State History – 7th Grade

Unit 1: [Territory and Treaty Making: The Point No Point Treaty](#)

Unit 1: [The Walla Walla Treaty Council of 1855](#)

Unit 2: [New Technologies and Industries: Hanford Nuclear Reservation's Effects on Indian Country](#)

Unit 3: - *Contemporary Washington: Boldt Decision: 40 Years Later*

U.S. History – 8th Grade

Unit 1: [Fighting for Independence and Framing the Constitution: Revolution and Constitution in Indian Country](#)

Unit 2: [Slavery, Expansion, and Removal: Jackson, Marshall, and Indian Removal](#)

- American Indian Removal: What Does It Mean to Remove a People? (Grades 7-12)
<http://nmai.si.edu/nk360/removal/>

Unit 3: [Civil War and Reconstruction: Indian Treaties: Goals and Effects](#)

Unit 4: [Development and Struggles in the West: The Dawes Act](#)

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High School Curriculum

U.S. History – 11th Grade

- Unit 1: [Our Foundation: Foundational Documents and the Boldt Decision \(Boldt I and II\)](#)
- Unit 2: [Industrialization and the Emergence of the United States as a World Power: The Allotment Act](#)
- Unit 3: [Reform, Prosperity, and Depression: Indian Reorganization Act](#)
- Unit 4: [World War II, The Cold War, and International Relations: Termination and Relocation](#)
- Unit 5: *Movements and Issues at Home: Indian Civil Rights and Self-Determination*
- Unit 6: [Entering a New Era: Nation-Building, Gaming and Self-Determination](#)

Contemporary World Problems – 12th Grade

- Unit 1: [Human Rights - Constitutional Issues: A Tribal Perspective](#)
- Unit 2: [Environmental Issues: The Boldt Decision](#)
 - Pacific Northwest History and Cultures Inquiry: Why Do the Foods We Eat Matter? (9-12)
<http://www.nmai.si.edu/nk360/pnw-history-culture/>
 - The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice?
<http://www.nmai.si.edu/nk360/pnw-fish-wars/>
- Unit 3: *Globalization and the Economy: The Hanford Nuclear Reservation and Its Effects*
- Unit 4: [Civic Action and the Economy: Nation-Building and Taxation](#)

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