

# Elementary K-3: Pathway 1 – Stories and Histories of Our Place

## Social Studies Standards

<i>Since Time Immemorial Pathways</i>	<b>State Social Studies Standards Alignment</b>
<p><b>Elementary Kindergarten – 3<sup>rd</sup> Grade Pathways</b>            Pathway 1: <a href="#">Stories and Histories of Our Place</a></p>	<p>SSS1.K.1-4; SSS2.K.1; SSS3.K.1            C1.K.1,2; C3.K.1-3; C4.K.1,3            E4.K.1            G1.K.1; G2.K.1-3; G3.K.1            H2.K.1,2; H3.K.1</p> <p>SSS1.1.1-3; SSS2.1.2; SSS3.1.1            C4.1.2            E1.1.3            G2.1.4; G3.1.2            H2.1.1; H3.1.1,2; H4.1.1</p> <p>SSS1.2.1-3; SSS2.2.1,2,4,5; SSS4.2.1            C4.2.2            G1.2.2,3; G2.2.1,3,4; G3.2.2            H2.2.1; H3.2.1-3; H4.2.1</p> <p>SSS1.3.2; SSS2.3.1; SSS3.3.1; SSS4.3.1            C1.3.1,2; C3.3.1; C4.3.2            G1.3.1,2; G2.3.1-3; G3.3.1            H2.3.1,2; H3.3.1,3; H4.3.1-3</p>

# Common Core State Standards for English and Language Arts relevant to STI Pathway 1: Stories and Histories of our Place

## Kindergarten

- RL-K.1:** With prompting and support, ask and answer questions about key details in a text.
- RL-K.2:** With prompting and support, identify characters, settings, and major events in a story.
- RL-K.5:** Recognize common types of texts (e.g., storybooks, poems)
- RI-K.9:** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- SL-K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.
- SK-K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL-K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

## First Grade

- RL-1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
  - RL-1.3:** Describe characters, settings, and major events in a story, using key details.
  - RL-1.9:** Compare and contrast the adventures and experiences of characters in stories.
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL-1.1:** Ask questions to clear up any confusion about the topics and texts under discussion.
  - SL-1.2:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- SL-1.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL-1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- L-1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

## Second Grade

- RL-2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL-2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL-2.3:** Describe how characters in a story respond to major events and challenges.
- RL-2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL-2.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL-2.9:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- W-2.5:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed by revising and editing.
- SL-2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL-2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL-2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL-2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
- L-2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L-2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L-2.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L-2.5:** Demonstrate understanding of word relationships and nuances in word meanings.

## Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1, 2, 3	Elementary K-3 Pathway 1: Stories and Histories of Our Place

<b>ESE Standard 1:</b>	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 <i>Since Time Immemorial</i> Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>
<b>ESE Standard 2:</b>	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 <i>Since Time Immemorial</i> Tribal Sovereignty Essential Questions 1, 4, 5</i>
<b>ESE Standard 3:</b>	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 <i>Since Time Immemorial</i> Tribal Sovereignty Essential Questions 1, 2, 3, 4, 5</i>

## Social Emotional Learning (SEL) Standards

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