

# Elementary WA: Unit 3-Being Citizens of Washington: Salmon Recovery and the Boldt Decision

## Social Studies Standards

<i>Since Time Immemorial Unit</i>	<b>State Social Studies Standards Alignment</b>
<b>WA State History</b> Unit 3: <a href="#">Being Citizens of Washington: Salmon Recovery and the Boldt Decision</a>	SSS1.1.4.1,2; SSS2.4.2; SSS3.4.1; SSS4.4.1-3 C1.4.1,3,4; C2.4.1-3; C3.4.1-5; C4.4.1-4 E1.4.3; E2.4.1,3; E3.4.2; 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 – 4<sup>th</sup> Grade

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Reading: Literature</b>	4.1	4.1, 4.3	4.1 (4.3)
<b>Reading Informational Text</b>	4.3, 4.4	4.3, 4.4, 4.5	4.1, 4.3, 4.5, 4.9
<b>Writing</b>	4.4, 4.9 (4.1)	4.4, 4.9 (4.1, 4.2)	4.2, 4.4, 4.5, 4.6, 4.9
<b>Speaking and Listening</b>	4.1, 4.4, 4.5	4.1, 4.4 (4.5)	4.1, 4.2, 4.4, 4.6
<b>Language Standards</b>	<b>Key Words:</b> Accustomed Industry Suing Reservations Protest Federal Treaties Violation Phrase Settlers Treaty Rights Concluded Ruled Participants Resolution Traditional-Lifeways Survival	<b>Key Words:</b> Perseverance Commitment Mediators Indian Affairs Socratic Seminar Native Reservations Identity Treaties Relations Restore Required Confederated Federal Resisted Tribal Sovereignty Polluted Century Centennial Nations	<b>Key Words:</b> Salmon Recovery Policy Law Enforced Participated Promotes Democratic Ideal Citizens Democracy Informed Public Issue Perspectives Identify Attempts Law-making Conflict Solution Watershed Spiritual Identity Cultural Identity

Key: 4.1 = Grade 4/Standard 1

## Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1, 2, 3	WA -Being Citizens of Washington: Salmon Recovery and the Boldt Decision

<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 Since Time Immemorial 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 Since Time Immemorial 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 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
Social Management	5A,5B,5C
Self-Efficacy	3B,3C
Social Engagement	6A,6B,6C