

# Elementary K-3: Pathway 3 – Giving Thanks

## 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 3: Giving Thanks</p>	<p>SSS1.K.1,3,4; SSS2.K.1; SSS3.K.1            C1.K.1; 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.1,2</p> <p>SSS1.1.1-3; SSS2.1.2; SSS3.1.1            C1.1.1,2; C3.1.1; C4.1.1,3            E1.1.1,4            G1.1.1; G2.1.1,3,4            H2.1.1; H3.1.1,2; H4.1.1,2</p> <p>SSS1.2.1; SSS2.2.1,2,4,5            C1.2.1,2; C2.2.1,2; C2.2.1,2 C4.2.1-3            E1.2.1,3            G1.2.1-4; G2.2.1-5; G3.2.2,3            H1.2.3; 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; C2.3.4; C3.3.1-3; C4.3.2            E2.3.1,2; E4.3.1-3            G1.3.1,2; G2.3.1-3; G3.3.1            H1.3.1-3; H2.3.1,2; H3.3.1-3; H4.3.1-3</p>

# English/Language Arts Standards

Note: These lessons are discussion-based. Older students can create posters or written representations to demonstrate understanding.

<b>Lesson 1</b> <b>Students understand where food comes from and connect foods with tradition</b>	<b>Lesson 2</b> <b>Students understand what it means to give thanks and to show gratitude in their own and local tribal cultures</b>	<b>Lesson 3</b> <b>Students identify traditional foods of the tribes of the Salish Sea and how they give thanks for the foods in first foods ceremony</b>	<b>Lesson 4</b> <b>Students compare the First Salmon Ceremony to their own food traditions, such as Thanksgiving</b>
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<b>Speaking and Listening</b>	<p><u>CCSS.ELA-LITERACY.SL.K.1</u> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p><u>CCSS.ELA-LITERACY.SL.K.1.A</u> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><u>CCSS.ELA-LITERACY.SL.K.1.B</u> Continue a conversation through multiple exchanges.</p> <p><u>CCSS.ELA-LITERACY.SL.K.2</u> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><u>CCSS.ELA-LITERACY.SL.K.3</u> <i>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</i></p> <p><u>CCSS.ELA-LITERACY.SL.K.4</u> <i>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</i></p> <p><u>CCSS.ELA-LITERACY.SL.K.5</u> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><u>CCSS.ELA-LITERACY.SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
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	<p>If you choose to create posters and artwork:</p> <p><u>CCSS.ELA-LITERACY.SL.3.1.D</u>  <i>Explain their own ideas and understanding in light of the discussion.</i></p> <p><u>CCSS.ELA-LITERACY.SL.3.4</u>  <i>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</i></p>
<b>Language Standards</b>	<p><u>CCSS.ELA-LITERACY.L.K.1.F</u>          Produce and expand complete sentences in shared language activities.</p> <p><u>CCSS.ELA-LITERACY.L.K.1.D</u> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p><u>CCSS.ELA-LITERACY.L.K.1.F</u>          Produce and expand complete sentences in shared language activities.</p>

## Environmental & Sustainability Education (ESE) Standards

<b>ESE Standard Alignment</b>	<b>Corresponding Tribal Sovereignty Unit or Resource</b>
ESE 1, 2, 3	Elementary K-3 Pathway 3: Giving Thanks

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

# Social Emotional Learning (SEL) Standards

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