

High School US: Unit 6 – Entering a New Era: Nation-Building, Gaming and Self Determination

Social Studies Standards

<i>Since Time Immemorial Unit</i>	State Social Studies Standards Alignment
U.S. History Unit 6: Entering a New Era: Nation-Building, Gaming and Self-Determination	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 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
	Evaluate the role of the U.S. government in regulating a market economy in the past or present through discussion, storyboarding, and compare how Indian gaming and criminal jurisdiction have been shaped by federal legislation and litigation	Analyze an economic enterprise of a local tribe and its effects on the larger community and neighboring economies Understand the complicated maze of jurisdiction on Indian lands Synthesize the impact Indian gaming has on drawing people to the reservations with the jurisdictional and law enforcement needs of the Indian community	Compare the competing perspectives on Indian gaming and defend a position on Indian gaming on a local reservation. Analyze and evaluate how the outcome of Oliphant v Suquamish Tribe affects tribal sovereignty, examine civil or criminal jurisdiction of a local tribe, and defend a position on the criminal jurisdiction a local tribe has over non-Indians on a local reservation Complete CBA
Reading: Literature	n/a	n/a	n/a
Reading Informational Text	<u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<u>CCSS.ELA-LITERACY.RI.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <u>CCSS.ELA-LITERACY.RI.11-12.8</u> Delineate and evaluate the reasoning in

			<p>seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>
<p>Reading Standards for Literacy in History/Social Studies</p>	<p><u>CCSS.ELA-LITERACY.RH.11-12.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.3</u> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>		
<p>Writing</p>	<p><u>CCSS.ELA-LITERACY.W.11-12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		<p><u>CCSS.ELA-LITERACY.W.11-12.1.A</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1.B</u> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p><u>CCSS.ELA-LITERACY.W.11-12.1.E</u> Provide a concluding statement or section that follows from and supports the argument presented.</p>

Writing Standards for Literacy in History/Social Studies	<p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	
Speaking and Listening	<p><u>CCSS.ELA-LITERACY.SL.11-12.1.A</u> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.B</u> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Language Standards	<p><u>CCSS.ELA-LITERACY.L.11-12.5.B</u> Analyze nuances in the meaning of words with similar denotations.</p> <p><u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1,2,3	US – Nation Building, Gaming, and Self-Determination

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