

# Middle School US: Unit 1 – Fighting for Independence and Framing the Constitution: Revolution and the U.S. Constitution in Indian Country

## Social Studies Standards

<i>Since Time Immemorial Unit</i>	<b>State Social Studies Standards Alignment</b>
<b>US History</b> Unit 1: <a href="#">Fighting for Independence and Framing the Constitution: Revolution and Constitution in Indian Country</a>	SSS1.6-8.1,2; SSS2.6-8.1; SSS3.6-8.1,2; SSS4.6-8.1,2 C1.6-8.3,4; C2.6-8.4,5 E1.6-8.1,3 G2.6-8.2,4,5,7,8 H1.6-8.6; H2.6-8.1; H3.6-8.4,5; H4.6-8.3

## English/Language Arts Standards

### Level 1, 2, 3

Key Ideas and Details:

- RI.8.1 Cite specific textual evidence to support an opinion on the importance of treaties
- RI.8.3 Explain the specific language in the US Constitution that defines the United States' relationship with the several tribes within US borders
- RI.8.3 Explain the unique relationship between the United States and Indian tribes

Craft and Structure:

- RI.8.4 Determine the meaning of the concepts: tribal sovereignty, tribal nation, time immemorial, government-to-government relationships, and Centennial Accord.

Range of Reading and Level of Text Complexity:

- RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

### Level 3

Integration of Knowledge and Ideas:

- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

## Environmental & Sustainability Education (ESE) Standards

ESE Standard Alignment	Corresponding Tribal Sovereignty Unit or Resource
ESE 1,2,3	US – Revolution and the U.S. Constitution in Indian Country

<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 (Middle School)
Self-Awareness	1A,1B
Social Awareness	4A,4B,4C
Self-Management	2A,2B
Social Management	5A,5B,5C
Self-Efficacy	3A,3B,3C
Social Engagement	6A,6B,6C