

Washington State

“Since Time Immemorial: Tribal Sovereignty in Washington State” Curriculum aligned to
The Common Core State Standards for English Language Arts & Literacy in History/Social Studies,
Science, and Technical Subjects

Unit: The American Revolution and US Constitution in Indian Country	
<i>Recommended Grade Level/Band: Grade 5</i>	
Reading Standards for Literature (page 12)	
Level of Lesson	Common Core State Standards
<p>Level 1:</p> <p><i>N/A All text is informational.</i></p>	<p><i>Level 1 meet these common core:</i></p> <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 2:</p> <p><i>N/A All text is informational.</i></p>	<p><i>Level 2 meet these common core:</i></p> <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 3:</p> <p><i>N/A All text is informational.</i></p>	<p><i>Level 3 meet these common core:</i></p> <p><i>Standards that could be easily incorporated with additional time:</i></p>

Unit: <i>Recommended Grade Level/Band:</i>	
Reading Standards for Informational Text (page 14)	
Level of Lesson	Common Core State Standards
<p>Level 1:</p> <p>The article that students read asks them to grapple with the irony of one people losing their independence while another gains theirs. It is followed by study questions and vocabulary.</p> <p>This activity asks students to create their own map of a sacred space to create a sense of empathy at the potential loss of such a space. This activity is also used in WA history and so is offered as an alternative to the article and study questions.</p>	<p>Level 1 meet these common core:</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.1</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.2</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI.5.3</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. RI.5.4</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.5</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.6</p> <p>Standards that could be easily incorporated with additional time:</p>

<p>Level 2:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>Level 2 meet these common core:</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.6</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.7</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.8</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 3:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>Level 3 meet these common core:</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.5</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.5.6</p> <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.5.7</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.8</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.5.9</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. RI.5.10</p> <p>Standards that could be easily incorporated with additional time:</p>

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Unit:	
<i>Recommended Grade Level/Band:</i>	
Reading Standards: Foundational Skills (K-5) (page 17)	
Level of Lesson	Common Core State Standards
<p>Level 1:</p> <p>The article that students read asks them to grapple with the irony of one people losing their independence while another gains theirs. It is followed by study questions and vocabulary.</p> <p>This activity asks students to create their own map of a sacred space to create a sense of empathy at the potential loss of such a space. This activity is also used in WA history and so is offered as an alternative to the article and study questions.</p>	<ul style="list-style-type: none"> 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding,

<p>Level 2:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>rereading as necessary.</p>
<p>Level 3:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	

<p>Unit: <i>Recommended Grade Level/Band:</i></p>	
<p style="text-align: center;">Writing Standards (page 20)</p>	
<p>Level of Lesson</p>	<p>Common Core State Standards</p>
<p>Level 1:</p> <p>The article that students read asks them to grapple with the irony of one people losing their independence while another gains theirs. It is followed by study questions and vocabulary.</p> <p>This activity asks students to create their own map of a sacred space to create</p>	<p>Level 1 meet these common core:</p> <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).

<p>a sense of empathy at the potential loss of such a space. This activity is also used in WA history and so is offered as an alternative to the article and study questions.</p>	<p>Provide a concluding statement or section related to the opinion presented. W.5.1 a-d</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.5.2 a-e <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W.5.8</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>Level 2 meet these common core:</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W.5.2 <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work,</p>

	<p>and provide a list of sources. W.5.8</p> <p><i>Standards that could be easily incorporated with additional time:</i></p>
<p>Level 3:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<ol style="list-style-type: none"> 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit:	
<i>Recommended Grade Level/Band:</i>	
Speaking and Listening Standards (page 24)	
Level of Lesson	Common Core State Standards
<p>Level 1:</p> <p>The article that students read asks them to grapple with the irony of one people losing their independence while another gains theirs. It is followed by study questions and vocabulary.</p> <p>This activity asks students to create their own map of a sacred space to create a sense of empathy at the potential loss of such a space. This activity is also used in WA history and so is offered as an alternative to the article and study</p>	<p>Level 1 meet these common core:</p> <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information

<p>questions.</p>	<p>and knowledge gained from the discussions. SL.5.1a-d Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 2:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>Level 2 meet these common core:</p> <ol style="list-style-type: none"> 2. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> e. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. f. Follow agreed-upon rules for discussions and carry out assigned roles. g. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. h. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.1a-d <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.2 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.5.3</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.5.4</p> <p>Standards that could be easily incorporated with additional time:</p>
<p>Level 3:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath.</p>	<p>Level 3 meet these common core:</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or</p>

<p>Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>themes.SL.5.5</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)SL.5.6</p> <p>Standards that could be easily incorporated with additional time:</p>
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<p>Unit: <i>Recommended Grade Level/Band:</i></p>	
<p style="text-align: center;">Language Standards (page 28)</p>	
<p>Level of Lesson</p>	<p>Common Core State Standards</p>
<p>Level 1:</p> <p>The article that students read asks them to grapple with the irony of one people losing their independence while another gains theirs. It is followed by study questions and vocabulary.</p> <p>This activity asks students to create their own map of a sacred space to create a sense of empathy at the potential loss of such a space. This activity is also</p>	<p>LS.5.</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions.

<p>used in WA history and so is offered as an alternative to the article and study questions.</p>	<ul style="list-style-type: none"> d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).
<p>Level 2:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>LS.5.2</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
<p>Level 3:</p> <p>Level 2 has students study images of historical events that impacted the sovereignty of tribal people during the American Revolution and its aftermath. Level 3 asks that these events be placed in a variety of conceptual (tribal and cyclical in nature) and conventional (linear and chronological) time lines. These activities are combined, because once the graphic organizers are created, the next activity--the completion of the Causes of Conflict CBA--seems to follow naturally as the way to culminate Level 2.</p>	<p>LS.5.3</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <p>LS.5.4</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>LS.5.5</p>

	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common idioms, adages, and proverbs. <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
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