

## 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

<b>Unit: US Foundational Documents-The Boldt Decision (Boldt I and II)</b>	
<i>Recommended Grade Level/Band: 11</i>	
<b>Reading Standards for Literacy in History/Social Studies (page 61)</b>	
<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p><b>Level 1:</b> Students will read and answers questions from “Against the Current” to familiarize themselves with the constitutional issues surrounding the Boldt Decision of 1974.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 1 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• 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. RHSS.11-12.1</li> <li>• 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. RHSS.11-12.2</li> <li>• Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RHSS.11-12.4</li> </ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Using their graphic organizers, students create a presentation surrounding the culverts issue of the Boldt Decision, known as “Boldt II.” Students will create a persuasive presentation or write an essay regarding this constitutional issue.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 2 meet these common core:</b> <b>N/A</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>

**Level 3:**

Students will do further internet study from preselected resources (from STI site) to complete the graphic organizer. This is set up as a webquest and they take on roles as panel experts, but can be in handout format with the link on the handout.

Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.

**Level 3 meet these common core:**

- 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. RHSS.11-12.1
- 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. RHSS.11-12.2
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. RHSS.11-12.3
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). RHSS.11-12.4
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. RHSS.11-12.6
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. RHSS.11-12.9

***Standards that could be easily incorporated with additional time:***

Unit: US Foundational Documents-The Boldt Decision (Boldt I and II)	
Recommended Grade Level/Band: 11	
Writing Standards for Literacy in History/Social Studies (page 64)	
Level of Lesson	Common Core State Standards
<p><b>Level 1:</b> Students will read and answers questions from “Against the Current” to familiarize themselves with the constitutional issues surrounding the Boldt Decision of 1974.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 1 meet these common core:</b> <i>N/A</i></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Using their graphic organizers, students create a presentation surrounding the culverts issue of the Boldt Decision, known as “Boldt II.” Students will create a persuasive presentation or write an essay regarding this constitutional issue.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 2 meet these common core:</b> Depending on which writing assignment is chosen will depend on what standards are met.</p> <ul style="list-style-type: none"> <li>• Write arguments focused on <i>discipline-specific content</i>. WHSS.11-12.1</li> <li>• 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 the claim(s), counterclaims, reasons, and evidence. WHSS.11-12.1a</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates</li> </ul>

	<p>the audience’s knowledge level, concerns, values, and possible biases. WHSS.11-12.1b</p> <ul style="list-style-type: none"> <li>• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHSS.11-12.1c</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHSS.11-12.1d</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented. WHSS.11-12.1e</li> <li>• Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHSS.11-12.2</li> <li>• Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHSS.11-12.2a</li> <li>• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. WHSS.11-12.2b</li> <li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. WHSS.11-12.2c</li> <li>• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to</li> </ul>
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	<p>the expertise of likely readers. WHSS.11-12.2d</p> <ul style="list-style-type: none"> <li>• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). WHSS.11-12.2e</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHSS.11-12.4</li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHSS.11-12.5</li> <li>• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHSS.11-12.6</li> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHSS.11-12.7</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHSS.11-12.8</li> <li>• Draw evidence from informational texts to support analysis, reflection, and research. WHSS.11-12.9</li> </ul>
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	<p><b><i>Standards that could be easily incorporated with additional time:</i></b></p>
<p><b>Level 3:</b>  Students will do further internet study from preselected resources (from STI site) to complete the graphic organizer. This is set up as a webquest and they take on roles as panel experts, but can be in handout format with the link on the handout.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 3 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• Write arguments focused on <i>discipline-specific content</i>. WHSS.11-12.1</li> <li>• 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 the claim(s), counterclaims, reasons, and evidence. WHSS.11-12.1a</li> <li>• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. WHSS.11-12.1b</li> <li>• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHSS.11-12.1c</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. WHSS.11-12.1d</li> <li>• Provide a concluding statement or section that follows from or supports the argument presented. WHSS.11-12.1e</li> <li>• Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHSS.11-12.2</li> <li>• Introduce a topic and organize complex ideas, concepts, and</li> </ul>

	<p>information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHSS.11-12.2a</p> <ul style="list-style-type: none"><li>• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. WHSS.11-12.2b</li><li>• Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. WHSS.11-12.2c</li><li>• Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. WHSS.11-12.2d</li><li>• Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). WHSS.11-12.2e</li><li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHSS.11-12.4</li><li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHSS.11-12.5</li><li>• Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li></ul>
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WHSS.11-12.6

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHSS.11-12.7
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHSS.11-12.8
- Draw evidence from informational texts to support analysis, reflection, and research. WHSS.11-12.9

***Standards that could be easily incorporated with additional time:***

**Unit: US Foundational Documents-The Boldt Decision (Boldt I and II)**

*Recommended Grade Level/Band: 11*

**Reading Standards for Literature (page 36)**

<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p><b>Level 1:</b> Students will read and answers questions from “Against the Current” to familiarize themselves with the constitutional issues surrounding the Boldt Decision of 1974.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 1 meet these common core:</b></p> <p><b>N/A</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Using their graphic organizers, students create a presentation surrounding the culverts issue of the Boldt Decision, known as “Boldt II.” Students will create a persuasive presentation or write an essay regarding this constitutional issue.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 2 meet these common core:</b></p> <p><b>N/A</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 3:</b> Students will do further internet study from preselected resources (from STI site) to complete the graphic organizer. This is set up as a webquest and they take on roles as panel experts, but can be in handout format with the link on the handout.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 3 meet these common core:</b></p> <p><b>N/A</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>

**Unit: US Foundational Documents-The Boldt Decision (Boldt I and II)**

*Recommended Grade Level/Band: 11*

**Reading Standards for Informational Text (page 39)**

**Level of Lesson**

**Level 1:**

Students will read and answers questions from “Against the Current” to familiarize themselves with the constitutional issues surrounding the Boldt Decision of 1974.

Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.

**Common Core State Standards**

**Level 1 meet these common core:**

- 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. RI.11-12.1
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.11-12.2
- 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. RI.11-12.3
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). RI.11-12.4
- Delineate and evaluate the reasoning in 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., *The Federalist*, presidential addresses).RI.11-12.8

**Standards that could be easily incorporated with additional time:**

<p><b>Level 2:</b> Using their graphic organizers, students create a presentation surrounding the culverts issue of the Boldt Decision, known as “Boldt II.” Students will create a persuasive presentation or write an essay regarding this constitutional issue.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 2 meet these common core:</b> <i>N/A</i></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 3:</b> Students will do further internet study from preselected resources (from STI site) to complete the graphic organizer. This is set up as a webquest and they take on roles as panel experts, but can be in handout format with the link on the handout.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 3 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• 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. RI.11-12.1</li> <li>• Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.11-12.2</li> <li>• 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. RI.11-12.3</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). RI.11-12.4</li> <li>• 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 RI.11-12.7</li> <li>• Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of</li> </ul>

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., *The Federalist*, presidential addresses).RI.11-12.8

***Standards that could be easily incorporated with additional time:***

Unit: US Foundational Documents-The Boldt Decision (Boldt I and II)	
Recommended Grade Level/Band: 11	
Writing Standards (page 43)	
Level of Lesson	Common Core State Standards
<p><b>Level 1:</b> Students will read and answers questions from “Against the Current” to familiarize themselves with the constitutional issues surrounding the Boldt Decision of 1974.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 1 meet these common core:</b> <b>N/A</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Using their graphic organizers, students create a presentation surrounding the culverts issue of the Boldt Decision, known as “Boldt II.” Students will create a persuasive presentation or write an essay regarding this constitutional issue.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 2 meet these common core:</b> Depending on which writing assignment is chosen will depend on what standards are met.</p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1</li> <li>• 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. W.11-12.1a</li> <li>• 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,</li> </ul>

	<p>and possible biases. W.11-12.1b</p> <ul style="list-style-type: none"><li>• Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.11-12.1c</li><li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1d</li><li>• Provide a concluding statement or section that follows from and supports the argument presented. W.11-12.1e</li><li>• 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. W.11-12.2</li><li>• Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.11-12.2a</li><li>• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.11-12.2b</li><li>• Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.11-12.2c</li><li>• Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2d</li><li>• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.2e</li></ul>
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- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.11.12.2f
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.3a
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3b
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3d
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.4
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.) W.11-12.5
- Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9
- Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S.

	<p>texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). W.11-12.9b</p> <p><b>Standards that could be easily incorporated with additional time:</b></p> <ul style="list-style-type: none"> <li>● Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. W.11-12.8</li> </ul>
<p><b>Level 3:</b> Students will do further internet study from preselected resources (from STI site) to complete the graphic organizer. This is set up as a webquest and they take on roles as panel experts, but can be in handout format with the link on the handout.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 3 meet these common core:</b></p> <ul style="list-style-type: none"> <li>● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1</li> <li>● 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. W.11-12.1a</li> <li>● 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. W.11-12.1b</li> <li>● Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.11-12.1c</li> </ul>

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1d
- Provide a concluding statement or section that follows from and supports the argument presented. W.11-12.1e
- 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.W.11-12.2
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.11-12.2a
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W.11-12.2b
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.11-12.2c
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.2d
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.2e
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.11.12.2f
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.11-12.4

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.) W.11-12.5
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. W.11-12.8
- Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9
- Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). W.11-12.9b

***Standards that could be easily incorporated with additional time:***

**Unit: US Foundational Documents-The Boldt Decision (Boldt I and II)**

*Recommended Grade Level/Band: 11*

**Speaking and Listening Standards (page 49)**

<b>Level of Lesson</b>	<b>Common Core State Standards</b>
<p><b>Level 1:</b> Students will read and answers questions from “Against the Current” to familiarize themselves with the constitutional issues surrounding the Boldt Decision of 1974.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 1 meet these common core:</b></p> <ul style="list-style-type: none"><li>• 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. SL.11-12.1a</li><li>• 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. SL.11-12.4</li></ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b> Using their graphic organizers, students create a presentation surrounding the culverts issue of the Boldt Decision, known as “Boldt II.” Students will create a persuasive presentation or write an essay regarding this constitutional issue.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 2 meet these common core:</b></p> <ul style="list-style-type: none"><li>• 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. SL.11-12.4</li></ul> <p><b>Standards that could be easily incorporated with additional time:</b> If you choose to do the radio script then this standard would apply:</p> <ul style="list-style-type: none"><li>• Make strategic use of digital media (e.g., textual, graphical,</li></ul>

	<p>audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.5</p>
<p><b>Level 3:</b>  Students will do further internet study from preselected resources (from STI site) to complete the graphic organizer. This is set up as a webquest and they take on roles as panel experts, but can be in handout format with the link on the handout.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 3 meet these common core:</b></p> <p><b>Standards that could be easily incorporated with additional time:</b>  If you choose the presentation, then these standards will apply:</p> <ul style="list-style-type: none"> <li>• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.2</li> <li>• 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. SL.11-12.4</li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) SL.11-12.6</li> </ul>

<b>Unit: US Foundational Documents-The Boldt Decision (Boldt I and II)</b> <i>Recommended Grade Level/Band: 11</i>	
<b>Language Standards (page 52)</b>	
Level of Lesson	Common Core State Standards
<p><b>Level 1:</b>            Students will read and answers questions from “Against the Current” to familiarize themselves with the constitutional issues surrounding the Boldt Decision of 1974.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 1 meet these common core:</b>  <b>N/A</b></p> <p><b>Standards that could be easily incorporated with additional time:</b></p>
<p><b>Level 2:</b>            Using their graphic organizers, students create a presentation surrounding the culverts issue of the Boldt Decision, known as “Boldt II.” Students will create a persuasive presentation or write an essay regarding this constitutional issue.</p> <p>Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.</p>	<p><b>Level 2 meet these common core:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1</li> <li>• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.1a</li> <li>• Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed. L.11-12.1b</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2</li> <li>• Observe hyphenation conventions. L.11-12.2a</li> <li>• Spell correctly. L.11-12.2b</li> </ul> <p><b>Standards that could be easily incorporated with additional time:</b></p>

**Level 3:**

Students will do further internet study from preselected resources (from STI site) to complete the graphic organizer. This is set up as a webquest and they take on roles as panel experts, but can be in handout format with the link on the handout.

Key terms: explain, define, understand, evaluate, graphic organizer, describe, synthesis, analyze, reflect, state a position, interpretation, references, cite sources.

**Level 3 meet these common core:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. L.11-12.1a
- Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed. L.11-12.1b
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2
- Observe hyphenation conventions. L.11-12.2a
- Spell correctly. L.11-12.2b

***Standards that could be easily incorporated with additional time:***