**First Foods**

**Scope and Sequence  
including  
essential information about assessing the lessons**

Educators who are considering using these materials will notice that the assessment resources included in this unit lack the worksheets, quizzes, and other materials familiar to many. Obviously, all educators and learners are unique individuals with corresponding unique styles. The rubrics on this document are provided as an example of what, in my experience, has been most effective in determining learning outcomes as compared to learning objectives. They provide an excellent opportunity for educators and learners to work together in assessing learning outcomes. This provides a voice to the learner, and places an element of responsibility upon them to know what they are learning, and how they are learning it. Among many tribal people, this would be considered culturally appropriate. The “PCVREQ” strategy (Predict, Connect, Visualize, Review, Evaluate, and Question) described in the First Foods Assessment document encourages discussion, and supports multiple learning styles. When paired with teachings about creating a positive learning environment found in Lesson 1, the strategy encourages positive reflection. Standardized tests and other forms of competitive assessments are arguably inappropriate for assessing these teachings, but there is no rule that dictates which strategies an educator uses.

* All lessons include “extension activities”. These activities are often approached as learner-generated, and the following set of standards should be consulted. In addition, these activities can be an excellent way to satisfy Common Core State Standard requirements.
* The field of Traditional Ecological Knowledge (TEK) as a common academic study seems to be developing quickly. Tribal people have known about and relied upon the relationships among health, culture, values, and identity since the beginning of time, and have no need or desire to enter academia to seek a validation of their knowledge. Quite the opposite is often true. (Information on TEK from the National Park Service: <https://www.nps.gov/subjects/tek/tek-vs-western-science.htm>) Regardless, the realm of STE(A)M standards and expectations has started to interface with tribal ways of knowing as applied to ecology, environmental stewardship, and cultural awareness. Tribal ecological knowing is sometimes quantified in STE(A)M standards.

(National STEM Standards Alignments: <https://exemplars.com/resources/alignments/stem>) This cautionary note is not meant to be perceived as restrictive, but as a reminder to everyone that mindful practice and cultural awareness can be a powerful element in any lesson.

* Many states where these lessons might be used have crafted legislation and developed standards for assessing both an educator’s skill at integrating tribal language, culture, history, and values in their curriculum and the learners’ progress toward achieving understanding of this knowledge. Regardless of individual mandates, states commonly provide tribally-vetted resources and evaluation standards to educators and the general public. While it should seem obvious, responsible educators ensure that the subject matter they share is culturally accurate, relevant, and respectful. Unfortunately, there is a large amount of Native American-related teaching material that is inaccurate, inappropriate, and offensive.
* Remember that “Honoring Tribal Legacies” has added an Eleventh Standard: “Students will demonstrate environmental stewardship and a sense of service achieved through acknowledgement of the interconnectedness of humanity in historical, cultural, scientific, and spiritual contexts.” In all of the lessons included in this unit, an earnest effort has been made to recognize and promote this standard. Given the nature of the unit’s subject matter, this Eleventh Standard is a particularly relevant guide to teaching and learning.
* The National Museum of the American Indian in Washington, D.C., has established a set of Essential Understandings. These Understandings provide a framework for the teaching of tribal histories, languages, cultures, values, and identities.
* Truly authentic evaluation comes from the tribal practitioners themselves. It is often the responsibility of educators to forego standards established by the larger European (also called “Western”) education system in favor of the wisdom shared by those who hold traditional knowledge, those who are best able to direct both educators and learners in their exploration of indigenous ways of knowing.

**Information about the lessons and associated   
Common Core State Standards addressed in the lessons**

Many lessons are adapted to the oral tradition of Native American people. While reading is without a doubt an important skill, the lessons of this unit rely more on modeling, storytelling, and performance to convey technical, historical, and scientific information. Therefore, an educator who needs to address certain specific Common Core State Standards may find them in the following lists, and may also find that they do not fit perfectly with their needs, as they are largely devoid of text. Where this is the case, “reading” and “listening” are often interchangeable.

Put simply, Common Core State Standards are often functionally incompatible with indigenous ways of knowing. Where possible, core elements of reading and math are included. The task of identifying and addressing appropriate Common Core State Standards will fall largely to the educators and learners working their way through these lessons. Any one of the lessons can be slightly modified to address desired standards, and can often substitute for standards imposed by current classroom requirements. The most important thing to consider in teaching and learning this material is exposure to tribal ways of knowing - in particular, ways associated with First Foods. Content should lead the lessons, and standards should follow - not the other way around.

STE(A)M Focus is added for the sake of providing a place to start when exploring Traditional Ecological Knowledge (TEK). Modern western science and traditional ways of knowing frequently overlap, and it is common to find that tribal knowledge has guided scientific practice among America’s indigenous people since the beginning of time. Lessons often include clues about the role traditional ways of knowing have played since time immemorial, predating the introduction of the “Scientific Method” by thousands of years.

Lesson 1: Healthy Learning

* Reading: Informational Text (Indigenous Ways of Knowing)
  + CCSS.ELA-LITERACY.RI.2.7
  + CCSS.ELA-LITERACY.RI.2.8
  + CCSS.ELA-LITERACY.RI.2.9
* Math: Geometry
  + CCSS.MATH.CONTENT.2.G.A.1
  + CCSS.MATH.CONTENT.2.G.A.2
  + CCSS.MATH.CONTENT.2.G.A.3
* Speaking and Listening: Comprehension and Collaboration
  + CCSS.ELA-LITERACY.SL.2.1
  + CCSS.ELA-LITERACY.SL.2.2
  + CCSS.ELA-LITERACY.SL.2.3
* Speaking and Listening: Presentation
  + CCSS.ELA-LITERACY.SL.2.4
  + CCSS.ELA-LITERACY.SL.2.5
* STE(A)M Components

## [2-ESS1-1 Earth's Place in the Universe](https://www.nextgenscience.org/pe/2-ess1-1-earths-place-universe)

Lesson 2: The Three Sacred Sisters

* Reading: Literature (Traditional Stories)
  + CCSS.ELA-Literacy.RL.2.1
  + CCSS.ELA-Literacy.RL.2.2
  + CCSS.ELA-Literacy.RL.2.9
* Speaking and Listening: Comprehension and Collaboration
  + CCSS.ELA-Literacy.SL.2.2
  + CCSS.ELA-Literacy.SL.2.3
* Speaking and Listening: Presentation of Knowledge and Ideas
  + CCSS.ELA-LITERACY.SL.2.4
  + CCSS.ELA-Literacy.SL.2.5
* Language: Vocabulary Acquisition and Use (Essential Understandings)
  + CCSS.ELA-Literacy.L.2.6
* STE(A)M Focus

## [2-LS2-2 Ecosystems: Interactions, Energy, and Dynamics](https://www.nextgenscience.org/pe/2-ls2-2-ecosystems-interactions-energy-and-dynamics)

Lesson 3: Salmon People

* Reading: Literature (Traditional Stories)
  + CCSS.ELA-Literacy.RL.2.1
  + CCSS.ELA-Literacy.RL.2.2
  + CCSS.ELA-Literacy.RL.2.9
* Speaking and Listening
* Mathematics
* STE(A)M

## 2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats.

Lesson 4: Sea of Camas

* Speaking and Listening
* Mathematics
* STE(A)M

## 2-LS4-1 Biological Evolution: Unity and Diversity Make observations of plants and animals to compare the diversity of life in different habitats.

## 2-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Plan and conduct an investigation to determine if plants need sunlight and water to grow.