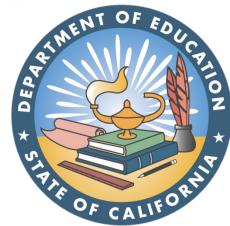




PC: Maggie Peters

Native American Studies Model Curriculum

Community Update
November 2024



What is the NAS Model Curriculum? (NASMC)

- Web-based **lessons plans**, primary source documents, teaching strategies, professional development **guides and resources**.
 - [Link to article for more information.](#)
- One of **four model curriculums** available **Fall 2025** on the ***We are California*** website hosted by UC Davis ([link](#)).
 - Links to templates for curriculum development: [written](#) and [slides](#)
- Lead agencies, **Humboldt and San Diego County Offices of Education**, develop NASMC in partnership with Tribes, other COE's, native youth serving organizations and Native knowledge keepers.



NASMC Guiding Leaders

- Provide expertise in NAS content and support lessons cohesion for writers
- Guiding professional development supports needed for successful implementation
- Advocacy for curriculum inclusion to California Standards and continued funding for development



Nicole Lim, J.D.
Pomo

California Indian Museum and
Cultural Center
California Indian Education for All



Joely Proudfit, Ph.D.
Luiseño/Payomkowishum

Cal State University, San Marcos
California Indian Culture and
Sovereignty Center
California Indian Education for All



Cutcha Risling Baldy, Ph.D.
Hupa, Yurok and Karuk

Cal Poly Humboldt
Native American Studies Dept.

Native American Studies Model Curriculum Design Process Aug. 2022 to June 2025

Phase 1

LISTEN, GATHER, AND ENGAGE

Aug. 2022 to June 2023

Phase 2

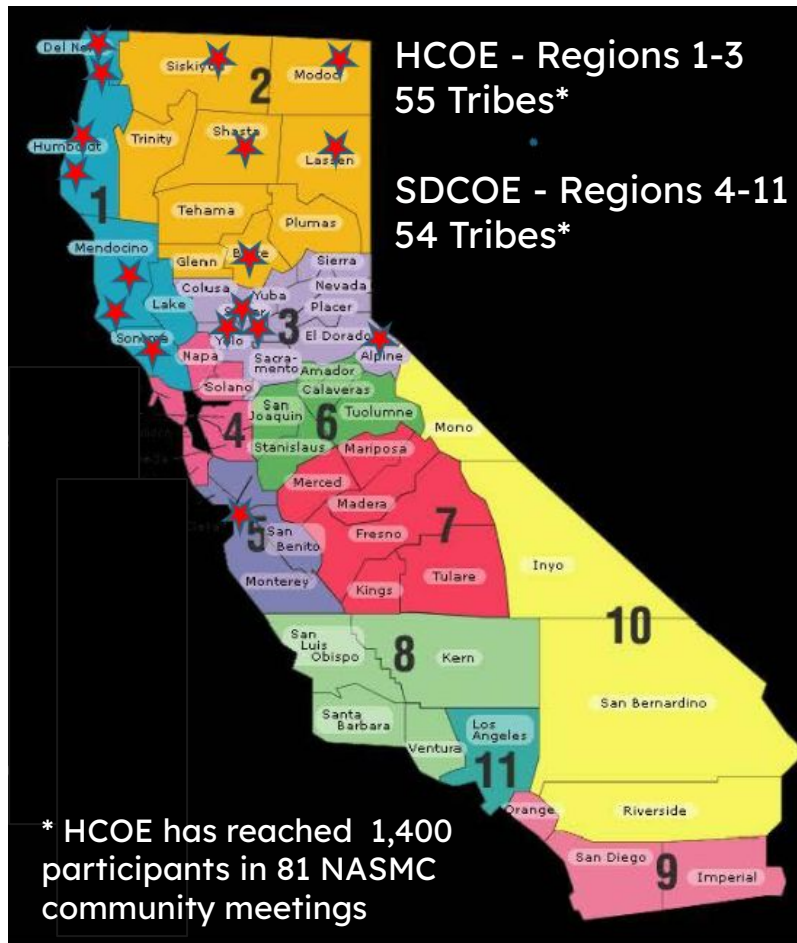
CURRICULUM DESIGN AND DEVELOPMENT

July 2023 June 2024

Phase 3

REFINEMENT, PUBLISHING, AND PROFESSIONAL LEARNING

July 2024 to June 2025



San Diego County Office of Education

California Indian Education for All

San Diego County Office of Education

staci.block@sdcoe.net

taylor.maki@sdcoe.net



Staci Block, Ed.D.

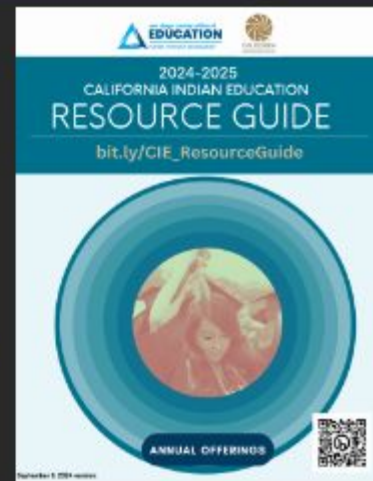


Taylor Maki

2024-2025⁵SDCOE California Indian Education Resource Guide

2024-2025
SDCOE California Indian Education
RESOURCE GUIDE FLIPPING BOOK
https://bit.ly/CIE_ResourceGuide

Check out of new 2024-25 American Indian Education Resource Guide Flipping Book. This online catalog provides an overview of SDCOE American Indian Education projects, networking opportunities, and grants that are supporting in collaboration with tribal leaders and educators. The professional learning (PL) opportunities offered in this catalog are designed specifically to ensure local education agencies (LEAs - school/districts and charter schools) can establish, expand and refine successful American Indian Education learning programs in collaboration with tribal governments, AI/AN students and families, and tribal community members.



Others may join this newsletter and access resources by registering here.
https://bit.ly/CIEFA_Register

Native Language and world view

Cultural Strengths:

Traditional Lifeways
Cultural Values
Artistic Achievements
Historical Advocacy
Cultural Revitalization

Law / Government:

Relationship with US Government
Historical Events/Policies
Impacts of Colonization
Current Structures of Tribes

Trauma Informed Teaching

Empower to take action

Curriculum Themes Identified by the Community

Model Co-Learning with students

Cultural Arts

History:

Experiences of Genocide
Resilience after Genocide
Sovereignty
Pre-colonial lifeways and Culture
Acknowledge Leaders

Cross Curricular Integration:

Storytelling
Native Literature
Tribal Ecological Knowledge
Math and Engineering
Skills for success in society
Youth Cultural Vision

Examining Implicit and Explicit Bias

Critical Thinking

Relationship to Place:

Indigenous Mapping
Cultural Stories/History
Connection to plants and animals -worldview
Stewardship Practices
Indigenous Foods

Understanding Cultural Appropriation

Kinship & Healthy Relationship Skills (SEL)

Remaining Project Timeline

- **Now- December 2024:** Curriculum Writing
- **January 2025:** Last Review of Lessons by the State Model Curriculum Coordinating Council
- **January-April 2025:** Editing and formatting for accessibility and ensuring licensing of resources for use
- **February-April 2025:** Tribal and Community Input
- **May 1, 2025:** HCOE submits completed NorCal NASMC resources
- **Fall 2025:** NASMC resources available on *We are California* website ([link](#))



Community Engagement



July 2024 focus group of educators (Arcata)

Since February 2023, HCOE has led 113 community engagement sessions, reaching 2,288 participants.



We Are Still Here (Short version)
Sugarbush Hill Productions



Native youth responses to place-based learning video on CA Indian history: August 2024, Bear River Rancheria

- This video is important because it mentions the health side and the generational trauma, something I want to work towards changing and helping.
- Extremely important because how every aspect of life was impacted, from mental, emotional, physical, and spiritual by infiltration of colonization.
- This video makes me want to learn our history because it was hidden from us in order to make others comfortable.
- This video makes me want to learn the Wiyot language and ancestors names that had a big impact on us being recognized.
- I would like to learn more about dances, language and laws.
- I learned how recent the massacres are and that is important.
- I've learned nothing about native history in school. I've had to do my own research to teach myself about the injustices to our people.
- This video made me realize that learning the language, and history of Native Americans, especially my own tribe is important to me.
- I want to learn how to weave a basket and my language through community guest speakers.
- Schools should have place based history to highlight who has always been there. Sharing the native perspective is very important.
- We need to be learning our history and our ways or they will be lost.



HCOE is supporting the production of:

180 total

Lesson plans, videos and professional development resources.

NorCal NASMC Resources

Additionally, multiple videos, art pieces and photos, already created by Native peoples, have been licensed and integrated in lesson plans.

Cultural Representation in this # of resources:

All CA TRIBES: 23

YUROK: 21

NORTHWEST TRIBES: 14

NATIVE AMERICAN: 16

TK-Fifth Grade: 62 lessons

6th-8th Grade: 45 lessons

**POMO: 6
MAIDU: 5
MODOC: 5
WIYOT: 4
WINTU: 4
PAIUTE: 3**

Videos, Instructional support Tools: 15

NORCAL TRIBES: 10

NORTHEASTERN TRIBES: 9

KARUK: 8

MIWOK: 8

HUPA: 6

9th-12th Grade: 58 lessons

YUKI: 3

ROUND VALLEY TRIBES: 3

OHLONE: 2

WASHOE: 2

WAILAKI: 2

PIT RIVER: 1

SOCAL TRIBES: 1

November 2024



Image courtesy of Native Women's Collective

K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Transitional Kindergarten

Topic: ABCs and Counting with the Art of Lyn Risling (Hupa, Karuk, Yurok)

Cultural Representation: CA Tribes

Activities: Listen to stories and explore imagery from CA Native cultures, illustrated by Lyn Risling in the following books: *Coyote Goes to Big Time* and *A is for Acorn* (Hey Dey Books).



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level


Kindergarten



Topic: Storytelling and Shadow Play

Cultural Representation: Yurok

Activities: Watch a performance of a shadow play, *The Beautiful Buzzard*, performed by students of Big Lagoon School. Practice basic story telling techniques and discuss a Yurok story.



Why Animals Have
Black on Their Fur:
A Paiute Creation
Story

K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

First Grade



Topic: Graphic Animation of Tribal Origin Story

Cultural Representation: Paiute

Activities: Listen to a cultural story, told by Paiute elder, Gordon Crutcher. Enjoy the the graphic animation of animal characters, illustrated by his young relative, Zion LaMarr. Discuss the meanings and “morals” of cultural stories.



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Second Grade

Topic: Wiyot Territory Map

Cultural Representation: Wiyot

Activities: Learn about the territory of Wiyot people and native place names for specific sites. Play a bingo game to practice identifying native plants.

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
California Native Peoples - ABCs	TK-1	CA tribes - Based on A is for Acorn, Author Ali Tripp Illustrated by Lyn Risling, Published by Heyday (Author book read video in progress)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Native Peoples - Counting 1-10	TK-1	CA tribes - Based on Coyote at the Big Time, Author/ Illustrated by Lyn Risling, Published by Heyday (Author book read video in progress)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mohlkwoh, Kwoyteme'l, 'Errkerhl, & Ska'atew - (Head, Shoulders, Knees & Toes) - in Yurok	TK-1	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Northern California Coastal Tribe Necklace Design- Patterning for Primary Students	K-2	Yurok, Hupa, Karuk, Wiyot, Tolowa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acorn Lessons/Activities - Yurok Language Integration	TK -2	Yurok, Hupa, Karuk, Wiyot, Tolowa (Yurok language integrated)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traditional Storytelling with Ernie Albers Videos to be used in up to 3 lessons each	K-12	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shadow Puppet Performance Big Lagoon School The Beautiful Buzzard	K-6	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storytelling and Shadow Play (lesson 1 of 4) What Makes a Story?	TK-2	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storytelling and Shadow Play (lesson 2 of 4) Visual Storytelling Lesson	TK-2	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Storytelling and Shadow Play (lesson 3 of 4) Illustrating a Shadow Play	TK-2	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Storytelling and Shadow Play (lesson 4 of 4) Illustrating a Shadow Play	TK-2	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic Animation of Tribal Origin Story, Paiute Tribe	TK-2	Paiute	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native Youth of CA-Diverse Cultures (5-7 min video and coloring pages of cultural practices/geography)	K-4	NorCal tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Weavers of CA (5-7 minute video and coloring pages with integrated SEL components)	K-5	Yurok, Karuk, Hupa, Tolowa, Wiyot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Number Systems, Native Value and Arithmitic	K-5	Hupa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wiyot Ancestral Territory Map (place names) and native plant bingo	1-4	Wiyot	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire Race, Lesson plan (2 levels/lesson plans)	1	Karuk	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condor Returns (Habitat Protection and Art Integration)	2	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Water-Eels/Land-Mt. Lion/Air Red Tailed Hawk	2	Tribes with salmon, hawks, and/or mountain lions in their ecosystems	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native Technology (general sense)	2	CA tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology: The Importance of String	2	CA tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thankfulness Book - alternative to "traditional" Thanksgiving story	2	Native American/Western Hemisphere	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Wintu Culture	3	Wintu	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oceans and Estuaries-Food and Culture	3	Norcal tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Third Grade

Topic: Astronaut Nicole Mann, first Native Woman in Space

Cultural Representation: Wailaki

Activities: Describe Nicole's interests and achievements and learn why she is important to the native community. Examine the attributes of a "hero."



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Fourth Grade

Topic: Winnemem Wintu Tribe, A Story of Resilience

Cultural Representation: Wintu (non-federally recognized tribe)

Activities: Students will locate the homelands of Wintu peoples, learn about the arrival of newcomers and historic events that disrupted Wintu culture. While learning about the McCloud River and importance of salmon, students will learn how Wintu people have persevered and thrived.



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Fifth Grade

Topic: Nome Cult Walk

Cultural Representation: Yuki, Wailaki, Little Lake Pomo, Nomlaki, Pit River, Nisenan and Conow Maidu peoples

Activities: Listen to elders from the the Round Valley community discuss the importance of the Nome Cult Walk, an annual community event, that honors the survivors of forced relocations to the Round Valley region.

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Coyote as Trickster	3	Norcal tribes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basket Element Art Lesson (2 levels)	3	Norcal tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Astronaut, Nicole Mann (Wailaki)	3	Wailaki	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yuki Creation Story	3	Yuki	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Condor	3	Yurok	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dal Castro - Maidu Walk	3	Maidu, Yuki, Nomlaki, Round Valley Indian Tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies for personal health and resilient relationships (Supplement for SEL learning) This draft is rough/incomplete so we will wait to submit 1/24	Elementary	Yurok family examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Northern Howl-digital book by Yurok youth (The Art of Storytelling lesson plan)	3	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Area of Basket Designs	3-4	Karuk, Yurok, Hupa, Tolowa, Wiyot Karuk language integrated	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identity and Native Place Names in Pdahan territory	4-5	Pomo/Coast Miwok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Northern Washoe Wel-Mel-Ti culture (3 lesson unit featuring Washoe leader, History of Loyaltan and Place Names)	3-4	Northern Washoe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nome Cult Walk	4	Maidu, Yuki, Nomlaki Round Valley Indian Tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Youth of CA-Diverse Cultures (15 minute video and writing prompts)	4-12	CA statewide tribes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Environmental Warriors:Protect Native Eco-Systems	5	Hupa, Yurok, Karuk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Story of Alice Piper	5	Paiute	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pendant Making (concepts of art and currency)	5	Karuk	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basket Element Art Lesson (2 levels)	5	Norcal tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art of Harry Fonseca (learn about the Gold Rush and Coyote)	5	Maidu, Miwok, (Generally of California tribes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Artist: Frank Day, Concow Maidu		Maidu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Astronaut, Nicole Mann (Wailaki)	5	Wailaki	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nome Cult Walk (article and interviews)	5	Yuki, Wailaki, Little Lake Pomo, Nornlaki, Pit River, Nisenan and Conow Maidu peoples	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colonization Lesson Plan (Russians, Spanish and Gold Rush) NNC	5	Pomo, Miwok	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pomo Traditional Ecological Knowledge & Family Stories	5	Pomo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indigenous Poetry of Joy Harjo - Featuring Works from Youth of Hoopa	5	native youth of Hoopa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Image courtesy of Native Women's Collective

K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Sixth Grade



Topic: Tan Oak Acorn Game

Cultural Representation: Hupa

Activities: In this week long unit, students will use scientific problem solving skills to learn about tan oaks and their ecosystem, factors that ensure the survival of tan oaks and their cultural significance to Hupa peoples.



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

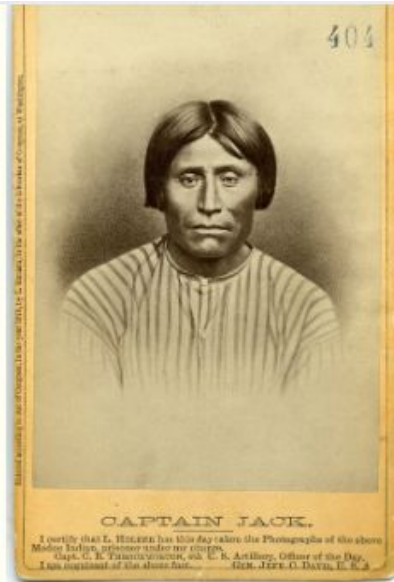
An example from each grade level

Seventh Grade

Topic: Art of Harry Fonseca

Cultural Representation: Miwok, Maidu (& NorCal Tribes)

Activities: Students will examine Fonseca's art to gain insight on the impacts of the Gold Rush. They will also learn of the various roles that *Coyote*, as a trickster, has played in cultural stories throughout the Native NorCal regions.



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Eighth Grade

Topic: The Modoc War

Cultural Representation: Modoc

Activities: In this unit, students explore the culture of pre-war Modoc peoples, their homelands, the reasons for the Modoc War, the role the US government played in the war and the resilience story of contemporary Modoc peoples.

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Strategies for personal health and resilient relationships (classroom supplement for SEL)	8-12	Yurok family examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Traditional Ways of Conserving Marine Life	6-8	Norcal tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lagoons as vital cultural eco-systems	6	Norcal tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K'am-t'em-A Journey Toward Healing (Homelands & Environmental Protections; 2 lesson plans)	6	Yurok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tan Oak Acorn Game (week long science and Hupa culture based unit)	6	Hupa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rick Bartow-Contemporary Art, Music and Wiyot Storytelling (video and lesson plans)	8-12	Wiyot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civics: National Congress of American Indians	8	Native American/Western Hemisphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chumash and Hupa Astronomy	6-7	Chumash, Hupa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water Protectors-Activism and Dam Removals	6-8	Northwest tribes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tule-Traditional Ecological Knowledge	6-8	Wintu, Miwok, Ohlone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fixing the World: Mining Impacts and Healing for the People and Rivers	6-8	Norcal tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activism. Land from Alcatraz to the Land Back Movement	6-8	northwest, Ohlone and Pit River	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
River Restoration-Fixing the World	6-8	Karuk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Technology: Feather Work	7		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art of Harry Fonseca	7	Maidu, Miwok, (Generally of California tribes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build a plank house and village (TEK , SEL and economics)	7-8	Northern Cal tribes that lived in plank houses	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
"We Are Still Here, Fix the World People" Videos to accompany the lesson	7	Karuk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"We Are Still Here, Fix the World People" Lesson	7	Karuk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sumeg Village-history and living culture (ArcGIS)	4-8	Yurok	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stone Lagoon-history and living culture (ArcGIS)	4-8	Yurok	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nor Cal Native Change Makers (RESOURCE SLIDES ONLY)	7-8	Hupa, Yurok, Karuk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Land Acknowledgement	8	Wiyot, Oceti Sakowin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flower Dance & Coming of Age	8	Hupa, Karuk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is Two Spirit?	8	Native American/Western Hemisphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two Spirit Proclamation (Humboldt County)	8	Native American/Western Hemisphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Modoc War Lesson 3: Divided We Fall - Slides	8	Modoc	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modoc War Lesson 3: Picking up the Pieces - Slides	8	Modoc	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How Good Fire Builds Homes for Birds and Baskets	7-12	Ca state tribes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Food Futures Digital Magazine: Acorns, Salmon and Kelp	9-12	Yurok, Wiyot, Karuk, Hupa	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Origin Stories of Native Northeastern CA (5 lessons)	9-12	Maidu, Wintu, Pit River	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Ninth Grade



Topic: CA Indian Geographies, Reading Maps and Mapping Space

Cultural Representation: CA Tribes

Activities: Students explore various ways Native CA peoples map space and define or describe their geographies. Students will increase their understanding of Native relationships and responsibilities with land.



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Tenth Grade

Topic: Native Writers and Artists

Cultural Representation: Yurok, Wiyot, Karuk, Kumeyaay, Kupa, Cahuilla, Payomkawichum

Activities: In this 3 week unit students interact with art, film, written works and performances by Shaunna McCovey, Michelle Hernandez, Rick Bartow and the Yaamay anthology authors/artists. Students also produce their own art and writings.



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Eleventh Grade



Topic: Assimilation Policies and Indian Boarding Schools

Cultural Representation: Mountain Maidu, Pit River, Washoe and Yurok

Activities: Read the oral histories and life stories of Native NorCal elders to learn how assimilation policies and boarding school experiences impacted families. Honor the thriving cultures, accomplishments and leadership of these elders.



K-12 Native American Studies Model Curriculum Overview

Summaries of Lesson Plans and Resources,
from HCOE & our community partners:

An example from each grade level

Twelfth Grade

Topic: Native Women Changemakers: Mary Tarango

Cultural Representation: Miwok

Activities: Learn about the leadership and accomplishments of Mary Tarango. Gain understanding of how her achievements impact CA Indian peoples. Explore CA Indian sovereignty in action.

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
ICWA Introduction	9-12	Native American/Western hemisphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Indian Geographies: Reading Maps and Mapping Space	9-12	CA tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contemporary Issues for California Indian peoples	9-12	CA tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Federal policies Indian Policies in the U.S. 19th-20th Century	9-12	Native American/Western Hemisphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
see above			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Indian Basketry	9-12		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GO Road (Activism and Sacred Sites)	9-12	Yurok, Karuk, Hupa	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early CA Laws and Native Peoples	9-12	Ca tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CA Genocide and Tribal Mapping	9-12	Ca tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Impacts of Colonization (Foodways)	9-12	Ca tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Impacts of Colonization - Historical and Generational Trauma	9-12	Ca tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representation of Natives in Hollywood Culture	9-12	Ca tribes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landback	9-12	Ca tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Land Management/Controlled Burns	9-12	Ca tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native Women Change Makers: Mary Tarango (Miwok)	9-12	Miwok	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Writers and Artists (3 week unit with art, film, written works and performances from Shaunna McCovey, Michelle			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Native American Graves Protection Repatriation Act	9-12	Native American/Western Hemishere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American Boarding Schools and Education	9-12	CA tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assimilation Policy and Indian Boarding Schools	9-12	Mt Maidu, Pit River, Washoe, Yurok	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Hand Accounts of Soldiers in WWII	9-12		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trauma and Healing	9-12	CA tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CTE Fire (KWTREX) Cultural use of Fire	9-12	Karuk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Land Acknowledgement	9-12	CA statewide tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooking with Native Recipes (NNC)	9-12	Miwok, Pomo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traditional Women's Facial Tattoos	9-12	Yurok	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Activism (History of Alcatraz Occupation)	9-12	Native American/Western Hemishere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NASMC Unit/Lesson Title	Grade Level	Cultural Representation	ELA	History & SS	Math	Ethnic Studies	vapa	Health Ed	SEL (CASEL)	science
Government Policies of 20th Century (Relocation and Termination)	9-12	Native American/Western Hemishere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Americans and Reproductive Justice	9-12	CA Statewide Tribes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Children of Northeastern CA: Resistance and Continuance (3 week unit on Greenville Indian School)	9-12	Mt Maidu, Pit River, Washoe	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unit Lesson Plans (see above)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Analysis of narratives and counter narratives on Native Peoples (A survivance focused unit that examine case studies of Tuluwat Island & fish kills with student led community project)	9-12	Yurok, Wiyot	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"People of the West;" Video-based lesson plan produced by Pechanga Band of Indians (statewide tribal history and contemporary cultures)	9-12	CA statewide tribes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic Timeline-CA Native history, culture and activism	9-12	CA statewide tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CA Native History and NAS Video (Dr Rising Baldy)	9-12	CA statewide tribes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testimony of Fort Bidwell Elders- History & Resilience (Videos to enrich current nasmc lessons)	9-12	Paiute	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PD: Culturally Responsive Interventions and classroom practices for supporting student mental health (elementary guide)	Elementary	Yurok examples and CA Tribes
Secondary guide (see above)	Secondary	Yurok examples and CA Tribes
PD: Increasing access to learning: A teacher toolkit for recognizing and addressing dysregulation (elementary guide)	Elementary	Native American, Western Hemisphere
Secondary guide (see above)	Secondary	Native American, Western Hemisphere
PD: Social and Cultural Considerations	all	Native American, Western Hemisphere
PD: Guidance for School Leaders: Model Strategies for Engaging with Indigenous Partners	all	CA Statewide Tribes
PD: FAQs on Native American Studies	all	Native American, Western Hemisphere
PD: NAS Terminology 101	all	Native American, Western Hemisphere
Total # Lesson Plans and Resources	Approx 150-200	

HCOE CONTACT INFORMATION



By intentional design, the model curriculum will be developed in partnership with California Tribes, other COEs, and native youth serving organizations.

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