

“Indian Education for All Update 2014-2019”

**5-Year Plan
MCA 20-1-501**

Prepared By

**Corvallis School District Indian Education for All
Committee**

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Foreword

The Indian Education for All Committee has assembled for the purpose of reviewing, assessing and determining our place in the “Indian Education for All” guidelines. We are continuing our district’s efforts to enact the spirit and requirements of the law and all that it carries with it. We feel this is an important duty and mission for the people of Montana. We are projecting needs and goals for the next 5 years: 2014-2019. The rough draft of the current plan was started in 2008 and enacted in 2009. It is particularly gratifying that the students, faculty, and staff of Corvallis School District #1 are stepping forward to embrace this law and the special responsibilities it entails. We are remarkably blessed with a supportive administration, school board, faculty, students and community that are interested in supporting this law and its mission in the classroom.

Many mandates and provisions dictated from the federal and state governments can also be considered unfunded mandates, whereby a local district is left to decide how to enact them and at what cost. In this case, MCA 20-1-501 is not another unfunded mandate. We have resources within our district. We have adequately trained faculty and staff at each building to support the benchmarks for the 4th, 8th, and 12th grade levels. Funding is geared to the State OPI “Indian Education for All” suggestions from the document: “Funding Spectrum Guide Indian Education for All”¹. Purchases and funding for “Indian Education for All” resources and items are measured from “A Guide for Evaluating Indian Education Services, Products, and Materials”^{2,3}.

For a non-reservation and non-urban school district, we do have unique resources that put us above and beyond many other school districts in Montana. At the middle school level, there is a 5th and 8th grade level Montana Indian Studies course taught by an American Indian teacher certified in the coursework. At the primary and high schools, there are highly motivated faculty and staff who go to great lengths to meet the spirit of the law. Our current Superintendent is very supportive with the mission and spirit of this law. Thanks to the efforts of everyone involved, our district will achieve all K-12 benchmarks.

1. **Source:** <http://www.opi.mt.gov/PDF/IndianEd/IEFAFundingSpectrum.pdf>
2. **Source:** <http://www.opi.mt.gov/PDF/IndianEd/EvaluatingIndianEd06.pdf>
3. **Source:** <http://www.opi.mt.gov/pdf/indianed/EvalAmIndianMaterials.pdf>

MISSION GOALS

The Corvallis School District Indian Education Committee has recognized that almost all grade levels and curricular areas are now incorporating the ***Indian Education for All*** goals into their areas. These activities all have at least one or more *Essential Understanding* components incorporated into the lessons and can be measured against the OPI Benchmarks found in *Appendix A* in this document. As a result of the expanded opportunities for IEFA K-12 and for professional development, the format changed from the previous 5-Year Plan to a more expanded but simplified format broken down by school, grade level and subject area. This will help the committee to focus on the areas which are lacking or non-existent. We will encourage the continuation of IEFA wherever it is found in our schools and work for development and expansion where needed. This format will help us to be better organized and reactive to our district needs for IEFA.

Corvallis Primary School: Grades K-4

Kindergarten:

Kindergarten Art: Incorporated by classroom teachers in lessons with a Native American focus.

Kindergarten Language Arts: Books Mrs. Pool uses: *Little Duck Sikihpsis* and *Good Luck Cat (Unit on Family)*, *The Moccasins* and *Where Did You Get Your Moccasins?* Mrs. Pool's students read Native stories on Nooks. The Primary Library introduces multicultural literature to K-4 classes including storytelling of Native American creation stories, legends, and trickster tales of Coyote, and other animals such as *Little Duck Sikihpsis*, *Turtle's Race With Beaver: Seneca Story* and *How Chipmunk Got His Stripes*. Stories shared from the Montana tribes include those from the CSKT Cultural committee and Montana OPI.

Kindergarten Math: *The Moccasins* and *Where Did You Get Your Moccasins?* are used for grouping and graphing.

Kindergarten Music: When discussing the flute we talk about how the Native American flute is made and that it was sometimes called the love flute. We talk about the story behind it. We listen to Native American music and move and identify the beat. We listen to recorded Pow-wow music and discuss how the pitch is often lower in Native American music and that Native singers often use more of a chest voice. We talk about how that is part of the culture and it is appropriate for Native singing. We compare the chest voice sound to the sound that is often used in non-Native choral settings.

Kindergarten Science: Cycles of the seasons and the native circle of life are discussed.

Kindergarten Social Studies: Introduce the Montana tribes and cultures.

1st Grade

Grade 1 Art: Incorporated by classroom teachers in lessons with a Native American focus.

Grade 1 Language Arts: Indian Legends *Star People: A Lakota Legend*, *How Chipmunk Got His Stripes* Native American stories and legends, sometimes a project to complement the book. For Thanksgiving, we learn about the Wampanoag tribe and often talk about different types of housing, tepees. We briefly teach about the Montana tribes and the location of reservations. The Primary Library introduces multicultural literature to K-4 classes including storytelling of Native American creation stories, legends, and trickster tales of Coyote and other animals such as *Rainbow Crow: A Lenape Tale*. Stories shared from the Montana tribes include those from the CSKT Cultural committee and Montana OPI.

Grade 1 Math: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA".

Grade 1 Music: When discussing the flute we talk about how the Native American flute is made and that it was sometimes called the love flute. We talk about the story behind it. We listen to Native American music and move and identify the beat. We listen to recorded Pow-wow music and discuss how the pitch is often lower in Native American music and that Native singers often use more of a chest voice. We talk about how that is part of the culture and it is appropriate for Native singing. We compare the chest voice sound to the sound that is often used in non-Native choral settings.

Grade 1 Science: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA"

Grade 1 Social Studies: There are culture objectives of learning about similarities and differences in families and different kinds of communities. We learn about the Wampanoag tribe and often talk about different types of housing, tepees. We briefly teach about the Montana tribes and the location of reservations.

2nd Grade

Grade 2 Art: Incorporated by classroom teachers in lessons with a Native American focus.

Grade 2 Language Arts: Resources used are Legends *Buffalo Dance: Blackfoot Legend*, and Coyote Stories. The Primary Library introduces multicultural literature including storytelling of Native American creation stories, legends, and trickster tales of Coyote and other animals. Stories include *Coyote Steals the Blanket*, *Buffalo Dance: Blackfoot Legend*, and *The Legend of the Indian Paintbrush*. *The Rough-Face Girl* and *Sootface: an Ojibwa Cinderella Story* are shared Native Cinderella Stories. Stories from the Montana tribes include those from the CSKT Cultural committee and Montana OPI.

Grade 2 Music: When discussing the flute we talk about how the Native American flute is made and that it was sometimes called the love flute. We talk about the story behind it. We listen to Native American music and move and identify the beat. We listen to recorded Pow-wow music and discuss how the pitch is often lower in Native American music and that Native singers often use more of a chest voice. We talk about how that is part of the culture and it is appropriate for Native singing. We compare the chest voice sound to the sound that is often used in non-Native choral settings.

Grade 2 Science: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA"

Grade 2 Social Studies: We alternate years studying the native people of Hawaii and Alaska. History objectives of explaining the term "ancestors" and identify their contributions, and discuss the origins of Thanksgiving. Geography objectives include locating Hawaii and Alaska. Culture objectives are comparing the native Hawaiian and Alaskan Indian traditions to our own and learning folklore of Hawaiians and Alaskans.

3rd Grade

Grade 3 Art: Incorporated by classroom teachers in lessons with a Native American focus.

Grade 3 Language Arts: For writing: after reading various Indian stories, students write their own stories. We read *Why the Bear has a Short Tail*. American Indian origin stories are addressed to explain and describe local geographic features. For example, there is an arch up Blodgett Canyon that looks like a giraffe with its head sticking up. Another example would be the face of an Indian brave on the mountain up Trapper Road. How did it form? The Primary Library introduces multicultural literature including storytelling of Native American creation stories, legends, and trickster tales of Coyote and other animals. Books include *Mud Pony*, *Buffalo Jump*, *Jingle Dancer* and *Coyote and the Laughing Butterflies*. Stories shared from the Montana tribes include those

from the CSKT Cultural committee and Montana OPI.

Grade 3 Math: Our goal is to incorporate the Montana Historical Society Site of the American Indian into our math curriculum.

Grade 3 Music: When discussing the flute we talk about how the Native American flute is made and that it was sometimes called the love flute. We talk about the story behind it. We listen to Native American music and move and identify the beat. We listen to recorded Pow-wow music and discuss how the pitch is often lower in Native American music and that Native singers often use more of a chest voice. We talk about how that is part of the culture and it is appropriate for Native singing. We compare the chest voice sound to the sound that is often used in non-Native choral settings.

Grade 3 Science: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA".

Grade 3 Social Studies: We emphasize the Indian cultures: Kwakiutl, Navajo, Salish and Cheyenne.

4th Grade

Grade 4 Art: Incorporated by classroom teachers in lessons with a Native American focus.

Grade 4 Language Arts: Resources used are the *Flight of the Nez Perce*, *The Salish People and the Lewis and Clark Expedition*. Montana tribes, books depicting Indian boarding school experience including *Jim Thorpe's Bright Path* and *As Long As the River Flows*. Books about local history and culture *Story of the Bitterroot*, *Celebrating the Pow Wow*. The Primary Library introduces multicultural literature to K-4 classes including storytelling of Native American creation stories, legends, and trickster tales of Coyote and other animals. Books include *Buffalo of the Flathead*, *Dance of the Sacred Circle*, and *Buffalo Song*. Stories shared from the Montana tribes include those from the CSKT Cultural committee and Montana OPI. The Salish Story of the Bitterroot is taught to 4th graders using a unit on the Bitterroot flower. We use the books *Bitterroot Dig*, and *The Gift of the Bitterroot : A Salish and Pend d'Oreille Story*, and the DVD *The Story of the Bitterroot: A cross cultural odyssey of discovery*. We teach about Indian boarding schools in Montana using the books *Jim Thorpe's Bright Path* and *The Ledgerbook of Thomas Blue Eagle*. The library has prepared an American Indian bibliography of all resources available and is shared on the school website. These include books, DVDs and VHS cassettes.

Grade 4 Math: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA".

Grade 4 Music: When discussing the flute we talk about how the Native American flute is made and that it was sometimes called the love flute. We talk about the story behind it. We listen to Native American music and move and identify the beat. We listen to recorded Pow-wow music and discuss how the pitch is often lower in Native American music and that Native singers often use more of a chest voice. We talk about how that is part of the culture and it is appropriate for Native singing. We compare the chest voice sound to the sound that is often used in non-Native choral settings.

Grade 4 Science: We study of Native Uses of Fire and use the books *Beaver Steals Fire*, and *Gift of the Bitterroot*. We also study Life Systems with a science unit: *What's In the Ecosystem in Your Neighborhood?* by Carol Bruderer. There is a study of Living Things and Plant Parts with the Science Unit: *Bitterroot Adaptations And Salish Traditions* by Carol Bruderer.

Grade 4 Social Studies: The focus is to study the Lewis and Clark Expedition and the flight of the Nez Perce. We visit the Big Hole Battlefield and the Travelers Rest Interpretive Center at Lolo, MT. We use a footlocker from the Montana Historical Society. We also read historical fiction text and nonfiction text, do Internet research, play Nez Perce games and try traditional foods. Students read books about our Montana tribes, books depicting the Indian boarding school experience including *Jim Thorpe's Bright Path* and *As Long As the River Flows*. We also examine books about local history and culture: *Story of the Bitterroot*, *Celebrating the Pow Wow*.

"The emphasis in 4th grade is the Lewis and Clark expedition and westward expansion and the study of the journey of the Nez Perce tribe through Montana. They expand on what is taught in third grade. They have integrated units on the Miami, Sioux, Pueblo, California Indians and Indians of the Northwest. They do address the Montana Native Americans in the primary school."

- History objectives are to learn how various Indian tribes contributed to the success of the expedition, gain an understanding of the conflict that developed between the Nez Perce and the U.S. Government.
- Culture objectives are to describe the attitudes of Native Americans towards white explorers and settlers and toward the land and vice versa
- Skills- use and evaluate primary sources (Old MT maps)
- Critical Thinking objectives: identify problems or central issues associated with westward expansion (Manifest Destiny, Indian conflicts)
- Analyze the Lewis and Clark journals to determine which aspects of the journey were fact or opinion.
- Uses of fire and indigenous cultures.
- Labeling tribes of Montana, and Reading stories with comprehension

questions.

Library

The Primary Library introduces multicultural literature to K-4 classes including storytelling of Native American creation stories, legends, and trickster tales of Coyote and other animals. Stories shared from the Montana tribes include those from the CSKT Cultural committee and Montana OPI. The Salish Story of the Bitterroot is taught to 4th graders using a unit on the Bitterroot flower. We teach about Indian boarding schools in Montana using the books Jim Thorpe's Bright Path and The Ledgerbook of Thomas Blue Eagle. The library has prepared an American Indian bibliography of all resources available and is shared on the school website. These include books, DVDs and VHS cassettes.

Music: We invited Stephen Small Salmon and the students from the Nkwusm Salish Immersion School in Arlee to come to drum and dance with us. Ms. Webb teaches students about the native drum and uses the IEFA PowWow manual *Your guide to understanding and enjoying pow wows* by Murton McCluskey as well as DVDs on Native American dance styles.

Physical Education: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA."

Arts: Incorporated by classroom teachers in lessons with a Native American focus.

Corvallis Middle School

5th Grade

Grade 5 Language Arts: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA". Field studies trip to the River Honoring addressed tribal centric language arts topics.

Grade 5 Math: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA". Field studies trip to the River Honoring addressed tribal centric math topics.

Grade 5 Science: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA". Field studies trip to the River Honoring addressed tribal centric science topics.

Grade 5 Social Studies - Early U.S. History: Mr. David Shobe covers the relationships between Native Americans and the earliest colonists and explorers.

He touches on the effect of westward movement on Native Americans throughout the course. He finishes the unit with a look at the Native Americans around the USA, their differences and similarities. With CD-ROM software and DVDs, he is able to properly demonstrate the cultures and identities of these peoples primarily focusing on at least one tribe from each geographic area of the USA. Field studies trip to the River Honoring addressed tribal centric history and civilization topics.

6th Grade

Grade 6 Language Arts: Kate Naughtner. In Language Arts, students read a piece by Mary Whitebird called "Ta-Na-E-Ka" which is a native Kaw coming of age memoir. This piece is tied to passages students may go through, i.e. hunting & becoming a provider. They also read and write "Power Name Poems" based on Cree Indian Name poetry and their naming tradition. We read the novel *Maroo and the Winter Caves* and draw on nature based living (it takes place during the Stone Ages) to make it relevant to students' lifestyle today. This year, Kate tried to do a podcast of students debating the issue between the Redskins mascot and *changethemascot.org*. They blogged their responses and responded to each other. Kate and fifth grade teacher Amanda Bester are working on a proposal for the year-long workshop called *Forest For Every Classroom* (place-based outdoor education), in which they will be including Native American literature to pair with some outdoor observations and writing (i.e. writing from four different genres from the perspective of a personal tree, etc.). Kate also uses the video from the website *changethemascot.org* which can be found on YouTube and it's called "Proud To Be." She saw this at the IEFA conference in February; two presenters showed it as part of their presentation.

- Kate also uses the book *Rising Voices* which is a collection of young Native American poetry, essays, etc.
- *Rethinking Columbus* (Bigelow and Peterson)
- *The Legend of the Bitterroot*
- "Connected to Everything" by Jennifer Greene
- *Birthright: Born To Poetry - A Collection of Montana Indian Poetry*

Grade 6 Math: Nothing at this time. New teacher has attended a state IEFA conference and is getting oriented to resources.

Grade 6 Science: During a unit on the seasons, Mr. Milner reads a story from a book called "Keepers of the Earth" by Joseph Bruchac. It's a book that blends western science with some Native beliefs.

Grade 6 Social Studies: Nancy Spagnoli's students study the Stone Age and Hunter/Gatherer societies. She shows photos of petroglyphs and pictographs from some of her western U.S. travels (Salmon River, Southern Utah). She also includes lessons from *Beaver Steals Fire* along with stories, games and activities from *Native American Games and Stories*, *Keepers of the Animals*, and *Keepers*

of the Earth.

7th Grade

Grade 7 Science: Mr. David Chimo discusses American Indian uses of native plants and ecology.

Grade 7 Language Arts: Ms. Christy Duchien does a novel study on the Navajo code talkers and connects Navajo boarding school and relocation experiences to the experiences of Montana's tribes with these topics.

Grade 7 Social Studies-Montana State History: Mr. Chris Maul-Smith covers Montana region tribal cultures that span from the time prior to contact with Lewis and Clark through current times, tribal territories, beliefs, and lifestyles. His classes study the effects of contact with non-Indian cultures on Montana's tribal history and on the lives of tribal people today. He uses trunks from the Montana Historical Society and the Buffalo Bill Cody Museum to enhance the curriculum. He also uses videos to show traditions and lifestyles of Montana tribes. He introduces the history of Native American Traditional Games and the students have opportunities to make game equipment as well as play the games. Students use artwork, mapping, and storytelling to show understanding, in addition to writing and traditional tests. He invites native speakers on different cultural topics and includes field trips to local Montana tribal sites that range in location from the Bitterroot Valley to the Flathead Lake regions.

Entire Grade 7 Speakers, Activities, Current & Proposed Field Trips:

- Ninepipes Museum and Ninepipes N W R: Bud Cheff Jr. - Indian Trails and Grizzly Tales; Tour of Museum - \$2 per student
- Ninepipes NWR: Tour - Speaker
- Fort Connah: 7 miles south of Charlo. The last Hudson's Bay trading post built in the United States. Possible Speaker: Joe McDonald, ancestor of Angus McDonald, Fort's founder. Joe was also the president of Salish Kootenai College, retiring after 30 years in that position.
- St Ignatius Church: Tour - Speaker: Craig Clairmont
- St Mary's Mission: 1-½ hour tour \$4 per student. Contact: Colleen Myer, 777-5574 - stmary@cybernet1.com, Museum 777-5734. Walk Grounds and Cemetery (Indian and Non-Indian)
- Stevensville Museum: Contact: Ruth Baker
- Fort Owens State Park: Grounds Self Tour. Park Manager Tour. Fort Owen Ledger Book, (*Men and Trade on the Northwest Frontier as Shown by the Fort Owen Ledger*, George Weisel, Copyright 1955, Montana State University)
- Ravalli County Museum, Hamilton: Local Salish History. Research and

- Documentation. Contact: Tamara Stanley - Museum Director
- Native American Games: Chris Maul-Smith, Level 2 certified to teach Traditional Native American Games. Make and Play. History of the games. Research and Teach.
 - Speaker: Tim Ryan (Ethnotech, LLC) - Salish: Hands on native crafts, rope and tool making. \$800-\$900
 - Overnight Field Trip to Helena: Montana Learning Center at Canyon Ferry; Montana Fish Wildlife and Parks - Montana Wild; Montana State Capitol and Montana Historical Society Museum exhibit - Neither Empty Nor Unknown: Montana at the Time of Lewis and Clark
 - Mike Jetty, Denise Juneau, other Native speaker? Capital Tour - Indian government connections.

8th Grade

Grade 8 English: Ms. Sarah Windsor includes Native American poetry by contemporary writers, and traditional myths in her Poetry Unit.

Grade 8 Math: Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA." A new math teacher will be hired for 2014-2015.

Grade 8 Science: Ms. Jill Warren discusses the American Indian perspective on star constellations.

Grade 8 Social Studies: Mr. Scott Warren covers the peopling of America by Native Americans from crossing the land bridge to the state of Indian tribes circa 1492. The relationships between Native Americans and the earliest colonists, and the effect of westward movement on Native Americans is examined throughout the course. The French and Indian War, Lewis and Clark, The Trail of Tears, and Westward Migration is included in his curriculum. He finishes with a look at the New York Times article on the present day re-populating of the plains with Native Americans and Bison, and incorporates alternative points of view throughout the history course. The following outlines some of the curriculum goals:

- Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.
- Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to personal identity.
- Explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world.

- Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, U.S., and world history.
- Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.
- Explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according the points of view of participants, witnesses, reporters, and historians.
- Identify the basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government).
- Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.

Entire 8th grade: participates in a day-long field trip to The Peoples Center in Pablo, and the Nk^wusm Salish Immersion School in Arlee.

Middle School Exploratories

Montana Indian Studies: Mr. Craig Clairmont's Montana Indian Studies 5th & 8th grade courses cover a wide range of topics that cover the goals of Montana OPI's Essential Understandings.

Course Overview: This schedule changes somewhat with the seasons. During the winter months, we bring more projects to do inside and during the spring season we allow for more outside activities and projects. The first semester will have storytelling at the end of the semester and include more outdoor activities during the first quarter. Otherwise, this is the curriculum that is taught which was derived from many sources; state OPI Indian Education curriculum standards, teaching techniques and methods of a world language and history, tribal Indian Studies curriculums on the reservations, elders' wishes and needs, and the desire to share these cultures (especially Mr. Clairmont's own Salish and Chippewa-Cree cultures) with others, especially non-Indians, learning respect and tolerance for the peoples that were here before the present civilization and who are still existing and surviving in our present culture and civilization. He uses traditional stories from the Salish and other Montana tribes each semester. Other literature is also touched upon for research into tribal histories and cultures. Modern Indian newspapers and online newspapers are used for current events.

Curriculum for Corvallis Middle School 5th and 8th grade exploratory Montana Indian Studies

- Number of students for 5th grade: typically ½ of the entire class
- Number of students for 8th grade: typically ¼ of the entire class

- Instructor: Craig Clairmont

Montana Indian Studies: biannual curriculum on even years

- *Unit 1- Outline Montana Indian tribes' histories, stories of various tribes, their philosophies, and religious beliefs. Followed by a full-fledged student report with presentation software on each Montana tribe also discussing contemporary issues. Essential Understandings are discussed.*
- *Unit 2-Basics of Salish language: basic nouns and phrases. 3 Texts. Tribal videos (Sioux, Cheyenne, Crow, and Plains Tribes).*
- *Unit 3-Tepee building and tribal art interpretation (designs and their meanings) of all Montana tribes.*
- *Unit 4- Advanced beading and leather work: beading bracelets and pouch project.*
- *Unit 5- project: create a miniature tepee of a Montana Indian tribe with traditional tribal designs and in their tribal styles*
- *Unit 6- Traditional American Indian (plains and plateau style) games, modern versus traditional*
- *Unit 7- Ancient Indians of Montana (pre-Columbian)-traveling trunk from the Montana Fish & Game or Cody Museum with old arrow points (Folsom), atlatl, and other hands-on objects.*
- *Unit 8- Craft project: Beaded leather pouch or Sioux-style choker*
- *Unit 9- Treaties and Tribal Constitutions: A look at modern Indian issues, sovereignty, contemporary culture and society. Sherman Alexie, politics, and the mascot issue to be discussed*
- *Unit 10- Song and Dance, drumming and pow-wow*

Salish Studies: biannual curriculum on odd years

- *Unit 1- Salish history, story telling, philosophy, and religious beliefs.*
- *Unit 2- Salish language: basic nouns, geography, and phrases. Texts. Salish videos.*
- *Unit 3- Local field trip to reinforce language learned and plant use, tepee building and Salish art interpretation (designs and their meanings).*
- *Unit 4- Advanced beading and leather work: beading bracelets and pouch or small moccasin project.*
- *Unit 5- project: create a Salish calendar(seasonal and monthly)*
- *Unit 6- Traditional Salish games, modern versus traditional*
- *Unit 7- Salish government: a comparative study. Tribal Constitution and tribal government*
- *Unit 8- Create a Salish story with presentation software illustrated and narrated*
- *Unit 9- WebQuest: modern Salish issues; water, gambling, politics, and land and treaty rights.*

- *Unit 10- Salish song and dance, drumming and pow-wow*

SPED instructor: Cathy McCormick: During Native American Week in September, one week is spent in Guided Studies finding Native American tribe names in a seek-and-find puzzle, then trying to guess where they are on a map of the United States (the big one up in the front of the room.) Students randomly hand out the names (cut out) to students. They find the real location on the map, then tape the name there. (5th grade)

Art Instruction: Ms. Peggy Leverton incorporates American Indian points of view and perspectives into the Art curriculum grades 5-8. She also brings (annually) to Corvallis the Montana travelling Art Mobile that features American Indian art with contemporary and traditional items.

Corvallis High School

9th Grade

Science: None. Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA."

Math: None Not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA."

English: Ms. Susan Pliley incorporates Sherman Alexie into her English Literature courses. She also teaches Leslie Marmon Silko's Ceremony in her Honors English 9 class. The content is about the Laguna Pueblo people in the southwestern United States. The history of this tribe is examined. She also studies the book from a social standpoint (Native viewpoints vs. Caucasian viewpoints). Lastly, students contrast the writing style of this Native American Classic to American Classics such as Twain's Huckleberry Finn.

Intro to Photography and Design: Mrs. Powell incorporates Native American Bead designs, and quilt designs in the study of shape and color .

Music: Classes include music written by Montana Native Americans, and music containing rhythms and melodies taken from many Native American tribes. A concert is planned which will feature this music, as well as drum circle performances.

10th Grade

Competitive Sports and Lifetime Sports: Mr. Clayton Curley: Lacrosse- Teach Native American History of the game.

Social Studies: Mr. Lynn Mason teaches the names and locations of Montana

tribes, the impact of reservations on Native Americans, and also addresses how the process of assimilation has been used by people other than Americans.

Science: None, not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA."

Math: None, not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA."

Music: Classes include music written by Montana Native Americans, and music containing rhythms and melodies taken from many Native American tribes. A concert is planned which will feature this music, as well as drum circle performances.

English: Rob Plakke: Units are Language Arts, Poetry and Short Stories. He reads and discusses the following Native American poems and authors: N. Scott Momaday, Simile; Joy Harjo, Remember. He also creates poems and short stories through experiences with place and Native American speakers.

Novels: *Compare Anthem* by Ayn Rand to Native American boarding school experience after reading an article on same with discussion and written response.

Mythology: Research, read, discuss and present Native American creation hero and afterlife myths: *White Stone Canoe*, *Orphan Boy* and *Elk Dogs*, and Napi required; others by choice."

Photography 1: Mrs. Powell incorporates aboriginal mapping, Native rock Art, and Native American speakers into a unit on defining a sense of place in Visual Arts. Students contribute to a book of poems and photographs.

11th Grade

Competitive Sports and Lifetime Sports: Mr. Clayton Curley teaches Lacrosse and the Native American History of the game.

Title I Math: None, not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA."

History: Colonial History / Settling the West: Mr. Joel Loran: In U.S. history, the destruction of the Native American culture in relation to their interactions with the English and the Americans is studied. An activity on the Navajo code talkers in WWII is completed, and the impact of reservation life on present day Native Americans is examined.

Science: Bull Trout- Fish History & River Anatomy - Stream Ecology: Brett

Shelagowski takes notes about River Anatomy. The Salish Kootenai Tribe's interactive DVD is used. While using the DVD, we cover culture as well to help the students understand how Native cultures historically viewed the fish and stream.

Music (band and choir): Nancy Brown's classes include music written by Montana Native Americans, and music containing rhythms and melodies taken from many Native American tribes. A concert is planned which will feature this music, as well as drum circle performances.

Photography 2: Students look at portraits taken by Edward Curtis to discuss historical accuracy and inaccuracy.

Grade 12

Math: None, not addressed at this time. See section "Corvallis SD Teacher Needs for IEFA."

Science: Brock Hammill includes Native American uses of native plants in botany classes. While students research various plants native to Montana, they include both edible and medicinal uses as well as oral traditions associated with them. Their use of fire in the environment is also a part of the curriculum.

Social Studies: Mr. Lynn Mason teaches the geography of the United States. He examines the history involved with the formation of the United States, from both the physical and human aspects of geography. Students discuss hunters and gatherers, how they live, and what happened when they were exposed to other cultures (acculturation). They also study the ways in which the natives were forced onto reserves (immigration/emigration) during the time of westward expansion (movement) and how that has affected their cultures (diffusion). Finally, students learn what the natives are doing today. They learn about the sovereign nations within our borders, and how Native Americans are rediscovering their cultures and languages.

Principles of American Democracy: Mr. Phil Leonardi places a specific emphasis on the idea of sovereignty as it relates to the tribal affairs of Montana's native peoples. Specific attention is paid to natural resource management and management of gambling as currently practiced between state and tribal governments.

Competitive Sports and Lifetime Sports: Mr. Clayton Curley: Lacrosse- Teach Native American History of the game.

Science: Bull Trout- Fish History & River Anatomy - Stream Ecology: Students take notes about River Anatomy using the Salish Kootenai Tribe's interactive DVD. The DVD has a part about Indian culture and this is covered to allow the

students to learn how Native cultures historically viewed the fish and the stream.

Music: Classes include music written by Montana Native Americans, and music containing rhythms and melodies taken from many Native American tribes. A concert is planned which will feature this music, as well as drum circle performances.

Arts: Student editors for the Poetry and Photography book produced by the Sophomore english and photography classes are in 11th and 12th grade.

Other Curriculums incorporating IEFA

District Libraries

Each library has prepared an American Indian bibliography of all resources available and is shared on the school website. These include books, DVDs and VHS cassettes.

World Language

The French and Spanish programs incorporate American Indian culture, history and civilization into their curricula. Each subject examines the meeting and blending of the cultures and how they interacted with each other.

Corvallis SD Teacher Needs for IEFA Faculty, Staff and Administration

Professional Development & Growth Opportunities

The Committee will:

- Fund requests that meet IEFA requirements to support curriculum and classroom needs, such as field trips, books, materials, etc.
- Send teachers and administrators to OPI Best Practices, MIEA and NIEA conferences.
- Provide stipend and credit for inservice utilizing OPI staff to address Math and Science needs in the district.
- Add to our web site resources specifically by acquiring video interviews with tribal elders currently on file at the Ravalli County Museum, educational resources.

Teacher needs survey responses Fall 2013

In order to better serve the district and determine where the committee may employ its focus and resources, a survey was conducted for all faculty, staff and administration. The following responses are what were recorded. It will be the committee's intention to conduct a survey prior to the next district plan update.

Primary School

1st Grade: None recorded

2nd Grade: None recorded

3rd Grade: Overwhelmed with current grade level requirements

4th Grade: More time to spend to locate resources and lesson plans that are out there. Specific lessons would be nice. Specific lessons that fit our curriculum would be great. Perhaps non-fiction lessons for reading to go with the new common core standards.

Middle School

5th Grade: None recorded

6th Grade: None recorded

7th Grade: None recorded

English: Ideas to collaborate with other content areas.

Science: I would like to get my students interacting with students with a Native American background.

8th Grade:

English I have found the seminars offered by IEFA to be extremely helpful. Seeing what others in the field do is encouraging and educational.

High School

9th Grade

Math: I would need to have clear guidelines about where the high school is expected to fit Montana Indians across the subjects. What is the expectation for a high school math class when it comes to Indian Ed?

9-12 Music: I'd love to see some of the new music lesson plans that other districts are incorporating.

10th Grade

Social Studies: Professional development similar to what we did with the alternate PIR or an early out?

Math: I would need to have clear guidelines about where the high school is expected to fit Montana Indians across the subjects. What is the expectation for a high school math class when it comes to Indian Ed?

English: Quality Professional Development is always welcome, but I'll also need to rearrange my curriculum if I'm to add anything else of significance.

11th Grade

History: Lesson ideas and Guest speaker possibilities

Math: I would need to have clear guidelines about where the high school is expected to fit Montana Indians across the subjects. What is the expectation for a high school math class when it comes to Indian Ed?

Science: To find more resources to be used when talking about in biology

12th Grade

History: Lesson ideas and Guest speaker possibilities

Math: I would need to have clear guidelines about where the high school is expected to fit Montana Indians across the subjects. What is the expectation for a high school math class when it comes to Indian Ed?

Science: To find more resources to be used when talking about in biology

Summary

For a non-reservation and non-urban school district with a low minority population, we do an above average job overall and an excellent job in certain areas in teaching to the benchmarks and fulfilling the law. By teaching to most of these benchmarks, we avoid the worst racial and ethnic injustice which is indifference and ignorance which in turn usually leads to negative and prejudicial stereotypes. Since we do have 1-2% of our student population officially classified American Indian and up to 25% claiming American Indian descendance, we are addressing their culture in the curriculum. Whether their needs are being met socially would have to be followed up with faculty or administrative members, surveys and with personal contacts that are culturally aware and sensitive. Based on their interests and needs, we are currently offering tribal and state sponsored activities besides the aforementioned class field studies activities.

One goal could be to set up an Indian Club to meet the social and cultural needs of American Indian students if they arise. A Parent Committee could be established and a collaborative effort with the Missoula Indian Club and its parent support group could be pursued since they are the closest resources available. This will be followed up with the Native American Studies teacher, other faculty and staff members as well as administrative members. Corvallis SD #1 has incorporated these benchmarks into other curricular areas. They will be reevaluated periodically for compliance, effectiveness, and adequacy.

In conclusion, Corvallis is a leader in the state for a non-reservation school in providing leadership and training for 'Indian Education for All' and its implementation into our district.

"Indian Education for All" Committee

Chair: _____
Craig Clairmont

Administration: _____
Wendy Ihde

Primary Representative: _____
Beth Swallow

Middle School Representative: _____
Chris Maul-Smith

High School Representative: _____
Maureen Powell

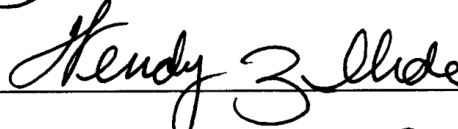
At-Large Representative _____
Sarah Windsor

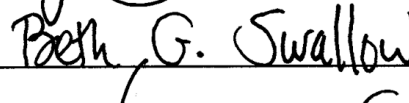
Other Committee Member(s)

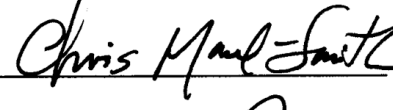
Date Signed:

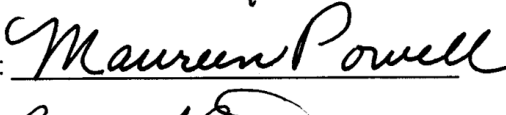
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Maureen Powell

At-Large Representative 
Sarah Windsor

Other Committee Member(s)

Date Signed: June 3, 2014


Appendix A

Social Studies Grade Level Expectations Tied to the Essential Understandings Regarding Montana Indians

From OPI: These Indian Education For All Social Studies Grade Level Expectations (GLE) provide a framework for teaching about American Indian issues in K-12 Social Studies, tying in the appropriate Essential Understandings Regarding Montana Indians in a grade level appropriate manner. We hope these GLE help teachers to include content about American Indians when planning their school and classroom curricula. These Grade Level Expectations are organized according to each of the six major Montana Social Studies Content and Performance Standards for grades 4, 8 and 12. These GLE are also further organized according to specific benchmarks outlined in the Social Studies Standards.

Source: <http://www.opi.mt.gov/PDF/IndianEd/Curric/>

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS SOCIAL STUDIES STANDARD 1 - INQUIRY LEARNING								
Pre-K/Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.1	Benchmark 4.1,2	Benchmark 4.1,2	Benchmarks 4.1-3	Benchmark 4.1	Benchmarks 8.1	Benchmark 8.1	Benchmark 8.1	Benchmark 12.1
1. Value printed material. (EU 6)	1. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Identify and practice the steps of an inquiry process. (EU 3)	1. Identify and practice the steps of an inquiry process. (EU 3)	1. Apply the steps of an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). (EU 1, 2, 4, 5, 6)	1. Apply the steps of an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). (EU 1, 2, 4, 5, 6)	1. Apply the steps of an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). (EU 1, 2, 4, 5, 6)	1. Analyze and adapt an inquiry process (i.e., identify a question or a problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process). (EU 1, 3, 4, 5, 6, 7)
2. Demonstrate listening skills. (EU 3)								
3. Demonstrate awareness of print concepts. (EU 6)	Benchmark 4.2	Benchmark 4.2	Benchmark 4.2	Benchmark 4.2	Benchmark 8.2	Benchmark 8.2	Benchmark 8.2	Benchmark 12.2
	2. Identify fact and fiction. (EU 1, 3, 4, 5, 6)	2. Identify fact and fiction. (EU 1, 3, 4, 5, 6)	2. Evaluate information quality (e.g., accuracy, relevance, fact or fiction). (EU 1, 3, 4, 5, 6)	2. Evaluate information quality (e.g., accuracy, relevance, fact or fiction). (EU 1, 3, 4, 5, 6)	2. Assess the quality of information (e.g., primary or secondary sources, point of view, and embedded values of the author). (EU 1, 3, 4, 5, 6)	2. Assess the quality of information (e.g., primary or secondary sources, point of view, and embedded values of the author). (EU 1, 3, 4, 5, 6)	2. Assess the quality of information (e.g., primary or secondary sources, point of view, and embedded values of the author). (EU 1, 3, 4, 5, 6)	2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas). (EU 1-7)
KINDERGARTEN								
Benchmark 4.1,2	Benchmark 4.3	Benchmark 4.3	Benchmark 4.3	Benchmark 4.3	Benchmark 8.3	Benchmark 8.3	Benchmark 8.3	Benchmark 12.3
1. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Use information to support statements and practice basic group decision making strategies in real world situations (e.g., class elections, playground and classroom rules, school stores, recycling projects). (EU 1-7)	3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., conflict resolution, school elections, tribal elections, community projects, role playing scenarios). (EU 1, 3, 4, 5, 6, 7)	3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., conflict resolution, school elections, tribal elections, community projects, role playing scenarios). (EU 1, 3, 4, 5, 6, 7)	3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., conflict resolution, school elections, tribal elections, community projects, role playing scenarios). (EU 1, 3, 4, 5, 6, 7)	3. Synthesize and apply information to formulate and support reasoned personal convictions within groups, and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, Montana tribal issues, economic choices, community service projects). (EU 1-7)

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS								
SOCIAL STUDIES STANDARD 2 - CIVIC RESPONSIBILITIES								
Pre-K/Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.5,6 1. Identify conflicts, consequences, and solutions. (EU 7)	Benchmark 4.5,6 1. Identify conflicts, consequences, and solutions. (EU 7)	Benchmark 4.5,6 1. Identify conflicts, consequences, and solutions. (EU 7)	Benchmark 4.5,6 1. Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (EU 2)	Benchmark 4.5,6 1. Describe factors causing conflict and contributing to cooperation among groups (e.g., playground issues, misunderstandings, listening skills, taking turns). (EU 2)	Benchmark 8.1,2,3,4,6 1. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). (EU 2)	Benchmark 8.1,2,3,4,6 1. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements). (EU 2)	Benchmark 8.6 1. Explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements; interactions among historical and modern tribal organizations, tribes and French, Spanish, English governments and traders). (EU 2-5)	Benchmark 12.6 1. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations, including tribal nations (e.g., discrimination). (EU 2)
Benchmark 4.5,6 1. Follows rules. (EU 7)	Benchmarks 4.2,5,6 2. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	Benchmark 4.5,6 2. Explain that neighborhoods may be composed of peoples from many lands. (EU 5)	Benchmark 4.5,6 2. Define the term "stereotype" and state several examples. (EU 2)	Benchmark 4.5,6 2. Recognize and cite examples of stereotypes in school, community life, and literature. (EU 2)	Benchmark 8.6 2. Identify stereotypes of Indian people based on perceived group characteristics and know the misconceptions. (EU 2)	Benchmark 8.6 2. Understand that there are both positive and negative stereotypes and that each carry limitations negatively impacting individual identity. (EU 2)	Benchmark 8.6 2. Identify origination of stereotypes and connect these to conflict/cooperation within and among groups and nations. (EU 2-5)	Benchmark 12.6 2. Identify origination of stereotypes and connect these to conflict/cooperation within and among groups and nations. (EU 2-5)
	Benchmarks 4.4,6,7 3. Identify differences between wants and needs and how those are obtained through trade. (EU 1)	Benchmarks 4.2,5,6 2. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	Benchmark 4.2 3. Recognize local and tribal governments and identify leaders. (EU 7)	Benchmark 4.2 3. Recognize local and tribal governments and identify leaders. (EU 7)	Benchmark 8.1,3 3. Describe the purpose of government and how powers of government are acquired, maintained, and used (e.g., history and development of tribal government, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	Benchmark 8.1,3 3. Describe the purpose of government and how powers of government are acquired, maintained, and used (e.g., history and development of tribal government, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	Benchmark 8.1 3. Describe the purpose of government and how powers of government are acquired, maintained, and used (e.g., history and development of tribal government, purposes and functions of authority levels, gender roles in governance and authority, concepts of reservations). (EU 4-7)	Benchmark 12.2 3. Compare and contrast various tribal governments, especially those of Montana. (EU 1, 4)
			Benchmark 4.3 4. Identify major responsibilities of local and tribal governments. (EU 4, 7)	Benchmark 4.3 4. Identify major responsibilities of local, state, tribal, and federal governments. (EU 7)	Benchmark 8.2 4. Describe basic features of the political system in the United States and identify leaders from various levels (e.g., tribal, local, state, federal, and branches of government). (EU 1-7)	Benchmark 8.3 4. Identify the significance of sovereignty to indigenous groups. (EU 7)	Benchmark 8.2 4. Know leaders from tribal, local, state, and federal governments and branches of federal government. (EU 4, 5, 7)	Benchmark 12.3 4. Identify representative political leaders, including tribal leaders—elders and those elected—and philosophies from selected historical and contemporary settings. (EU 7)
				May, 2007				

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS								
SOCIAL STUDIES STANDARDS 3 - GEOGRAPHY SKILLS								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmarks 4.3,4	Benchmarks 4.3,4	Benchmarks 4.5	Benchmark 4.5	Benchmarks 4.2-4	Benchmark 8.2	Benchmarks 8.2,7	Benchmark 8.1	Benchmark 12.1
1. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Identify the many cultures to which he/ she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	1. Know and locate the seven Indian reservations of Montana. (EU 3, 4)	1. Know and locate the seven Indian reservations of Montana and identify the tribes associated with each. (EU 3, 4)	1. Know and locate common features of the seven Indian reservations of Montana, including tribal colleges and seats of tribal government. (EU 1)	1. Understand that Montana is a special place and all Montana tribes have sacred places that are connected to their beliefs and traditions. (EU 3)	1. Analyze and use various representations of the earth to gather and compare information about a place, including Montana Indian reservations, monuments, and points of historic significance. (EU 3, 4)	1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, GIS, Montana Native American models). (EU 3, 4)
	Benchmarks 4.2-5,7	Benchmark 4.4	Benchmark 4.4	Benchmark 4.4	Benchmark 8.7		Benchmark 8.2	Benchmark 12.2
	2. Describe ways people live and how weather and physical environment affect these ways (e.g., food, clothing, shelter, transportation, recreation). (EU 3)	2. Explain that neighborhoods may be composed of peoples from many lands. (EU 5)	2. Recognize there is diversity among tribes in language, culture, and government. (EU 1, 7)	2. Know that nearly one-third of Montana's Indian population do not live on reservations but in towns and cities across the state (e.g., Little Shell). (EU 4)	2. Understand that many tribal decisions and beliefs about the world are directly connected to the land. (EU 3)		2. Locate on a map or globe physical features, natural features, and human features and explain their relationships with the ecosystem. (EU 1, 3, 4, 6)	2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena (e.g., land forms, soils, climate, vegetation, natural resources, indigenous and present day population). (EU 1, 3, 4)
	Benchmark 4.1	Benchmark 4.1	Benchmark 4.5	Benchmark 4.1,5	Benchmark 8.1,5		Benchmark 8.3	Benchmark 12.3
	3. Construct a simple map. (EU 4)	3. Construct a simple map. (EU 4)	3. Use appropriate geographic resources to gather information about reservations. (EU 4)	3. Use appropriate geographic resources to gather information about reservations and Montana Indian tribes. (EU 4)	3. Use appropriate geographic resources to gather information about reservations and Montana Indian tribes. (EU 4)		3. Analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana and Montana Indians (grazing, agriculture, natural resources, sacred lands, refuges). (EU 1, 2, 3, 4, 6)	3. Assess the major impacts of human modifications on the environment and compare and contrast use of lands by different groups. (EU 1, 4, 5)
							Benchmark 8.4	Benchmark 12.4
							4. Explain how movement patterns due to disease introduction, buffalo migration and loss, and the loss of land lead to interdependence and/or conflict. (EU 1, 3, 4, 5, 6, 7)	4. Analyze how human settlement patterns and cultural borders create cooperation and conflict which influence the division and control of the Earth. (EU 4, 5, 7)



GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS								
SOCIAL STUDIES STANDARD 4 - EFFECTS OF TIME AND CHANGE								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.2	Benchmark 4.2	Benchmarks 4.6,7	Benchmark 4.7	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.2	Benchmark 12.1
1. Order events in time (EU 5)	1. Order events in time (EU 5)	1. Retell stories about groups of people. (EU 6)	1. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	1. Identify some cultures, traditions, and languages of Montana tribes that form the base upon which tribal decisions are made. (EU 3)	1. Identify some cultures, traditions, and languages of Montana tribes that form the base upon which tribal decisions are made. (EU 3)	1. Identify cultures and traditions of various civilizations, comparing that with Montana tribes. (EU 3)	1. Describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues, timelines, nomadic trails, migrations, reservation histories). (EU 2-7)	1. Select and analyze documents, primary and secondary sources (e.g., treaties, oral histories, court decisions, current events, tribal publications) that have influenced the legal, political, and constitutional heritage of Montana Indians. (EU 4-7)
Benchmark 4.7	Benchmark 4.7	Benchmark 4.6	Benchmark 4.6	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.1	Benchmark 12.2
2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	2. Compare varying and differing accounts of events. (EU 6)	2. Know that there are diverse origin stories from Montana Indian tribes. (EU 2)	2. Know that each Montana tribe has its own oral history. (EU 3)	2. Compare two or more Montana tribes' unique oral histories. (EU3)	2. Compare tribal origin stories. (EU 3)	2. Interpret the past using sources (e.g., biographies, documents, diaries, eye witnesses, interviews, primary source materials). (EU 2-6)	2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other (e.g., historical aspect of treaties with Indians). (EU 5)
	Benchmark 4.7	Benchmark 4.7	Benchmark 4.7	Benchmark 4.4			Benchmark 8.5	Benchmark 12.4a
	3. Identify his/her tribal membership or tribes nearby. (EU 1)	2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	3. Identify his/her tribal membership or tribes nearby. (EU 1)	3. Identify and describe famous people from Montana tribes (e.g., elders, council members, historical figures). (EU 1, 2, 3, 6)			3. Identify major contributions and discoveries of Indian peoples and tribes and describe the effects on society. (EU 2, 3, 6)	3. Analyze significance of important people, events, and ideas in the major eras/civilizations in the history of Montana Indians. (EU 4-7)
		Benchmark 4.7	Benchmark 4.2				Benchmark 8.4	Benchmark 12.6
		3. Identify his/her tribal membership or tribes nearby. (EU 1)	4. Know the importance of family and tribal relationships. (EU 1, 2, 6)				4. Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/ civilizations (Colonization Period, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, Self-Determination) of Montana American Indians (EU 2-7)	4. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within/across cultures, major world religions, and political systems, especially as they relate to American Indian cultures (e.g., assimilation, values, beliefs, conflicts). (EU 1-7)

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS								
SOCIAL STUDIES STANDARDS 5 - ECONOMICS								
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.3	Benchmark 4.1,2	Benchmark 4.3,4	Benchmark 4.2	Benchmark 4.2	Benchmark 8.2	Benchmark 8.2	Benchmark 8.2	Benchmark 12.
1. Identify personal vs. shared/public goods. (EU 4)	1. Give examples of needs and wants, scarcity and choice (e.g., including Indian trade of wares/goods). (EU 4)	1. Identify Indian ways of distributing goods. (EU 1, 3, 4)	1. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1, 2, 3)	1. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1, 2, 3)	1. Describe how economic concepts explain historical events, current situations, and social issues in local, tribal, Montana, and national concerns. (EU 1-7)	1. Use economic concepts to explain historical events and issues in tribal and social issues in tribal and global concerns. (EU 1-7)	1. Apply economic concepts to explain historical events, current situations, and social issues as these relate to personal, local, tribal, Montana, national, and global concerns. (EU 1-7)	4. Compare and contrast how values and beliefs influence economic decisions in different economic systems, including American Indians (e.g., tribal vs. capital economies). (EU 4)
	Benchmark 4.2	Benchmark 4.2			Benchmark 8.3	Benchmark 8.3	Benchmark 8.3	
	1. Identify private vs. shared/public goods. (EU 4)	1. Identify private vs. shared/public goods. (EU 4)			2. Compare and contrast the differences between private and public goods and services. (EU 1-7)	2. Compare and contrast the differences between private and public goods and services. (EU 1-7)	2. Compare and contrast the differences between private and public goods and services. (EU 1-7)	
		Benchmark 4.1,2			Benchmark 8.4	Benchmark 8.4	Benchmark 8.4	
		3. Compare food gathering and production among groups in the past. (EU 2)			3. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment, trading land for goods). (EU 1, 3, 4, 5, 6, 7)	3. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment, trading land for goods). (EU 1, 3, 4, 5, 6, 7)	3. Analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment, trading land for goods). (EU 1, 3, 4, 5, 6, 7)	
						Benchmark 8.6	Benchmark 8.6	
						4. Compare the influences of technological advancements on tribal economies vs. other cultures, civilizations. (EU 3, 4, 6)	4. Analyze the influences of technological advancements on household, tribal, state, national, and global economies (e.g., wind farms). (EU 3, 4, 6)	

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS								
SOCIAL STUDIES STANDARD 6 - CULTURAL DIVERSITY								
Pre-K/Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8	Grades 9-12
Benchmark 4.2 1. Retell Stories. (EU 3, 6)	Benchmark 4.3,6 1. Identify own membership in a family, group, team, and an organization. (EU 1-2)	Benchmark 4.2,4 1. Compare histories as told by ethnic groups. (EU 1)	Benchmark 4.1,2,4 1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	Benchmark 4.1,2,4 1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	Benchmark 8.1,2,4 1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	Benchmark 8.1,2,4 1. Understand that beliefs continue today as tribal cultures, traditions, and languages remain as traditional beliefs/ideas. (EU 3)	Benchmark 8.1 1. Compare and illustrate ways various groups (e.g., Montana tribes, ethnic communities) meet needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity (tribal membership and identity, blood quantum, "lineages," family trees, respect for others and the land). (EU 1, 2, 3, 5, 6, 7)	Benchmark 12.2 1. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view as it relates to Montana Indian culture. (EU 1-7)
Benchmark 4.1,2,3 2. Engage in conversation using developmentally appropriate vocabulary about familiar surroundings and events. (EU 6)	Benchmark 4.4 2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	Benchmark 4.4 2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	Benchmark 4.1,2,4 2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	Benchmark 4.1-4 2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	Benchmark 8.1 2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	Benchmark 8.1 2. Recognize that cultures, traditions, and languages of Montana tribes form the base upon which tribal decisions are made. (EU 1)	Benchmark 8.2 2. Explain and give examples of how human expression contributes to the development and transmission of Montana Indian culture (oral history, literature, arts, tawnyon-bead and quill work, symbols, colors, geometric shapes, media-types, "Rendezvous" and gatherings-Pow Wows, Medicine Wheel). (EU 1-7)	Benchmark 12.5 2. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, including American Indians, the United States, and the world. (EU 5-6)
	Benchmark 4.1-6 3. Identify own ethnic heritage(s). (EU 2)	Benchmark 4.1-6 3. Identify own ethnic heritage(s). (EU 2)	Benchmark 4.6 3. Know that there are diverse origin stories from Montana Indian tribes. (EU 2)	Benchmark 4.1,4,6 3. Identify aspects of traditional lifestyles of Montana tribes, including beliefs and family relationships that continue today. (EU 2)	Benchmark 8.1 3. Understand assimilation is a process that has occurred at different levels for different Montana tribes and individuals over a 150 year period of time. (EU 2-6)	Benchmark 8.1 3. Recognize that there is a continuum of Indian identity, ranging from assimilated to traditional and each Indian person is unique. (EU 2)	Benchmark 8.6 3. Identify and describe stratification of individuals within tribal groups (e.g., status, social class, acculturation) structure of tribal hierarchy: councils, elders, bands, clans, strands, family, corruption and problems caused by new treaties, agreements where some benefited and others did not. (EU 1, 2, 3, 6, 7)	Benchmark 12.4 3. Evaluate how the unique characteristics of Montana/American Indian tribes and other cultural groups have contributed to Montana history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal government). (EU 1-7)



Appendix B

Provisions of "Indian Education for All" MCA 20-1-501

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

Section 1. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of [sections 1 through 3], predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Section 2. American Indian studies -- definitions. As used in [sections 1 through 3], the following definitions apply:

(1) "American Indian studies" means instruction pertaining to the history, traditions, customs, values, beliefs, ethics, and contemporary affairs of American Indians, particularly Indian tribal groups in Montana.

(2) "Instruction" means:

(a) a formal course of study or class, developed with the advice and assistance of Indian people, that is offered separately or that is integrated into existing accreditation standards by a unit of the university system or by an accredited tribal community college located in Montana, including a teacher education program within the university system or a tribal community college located in Montana, or by the board of trustees of a school district;

(b) inservice training developed by the superintendent of public instruction in cooperation with educators of Indian descent and made available to school

districts;

(c) inservice training provided by a local board of trustees of a school district, which is developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists; or

(d) inservice training developed by professional education organizations or associations in cooperation with educators of Indian descent and made available to all certified and classified personnel.

Appendix C

A Guide for Evaluating Indian Education Services, Products, and Materials

URL: <http://www.opi.mt.gov/PDF/IndianEd/EvaluatingIndianEd06.pdf>

The following qualifications and criteria are designed to assist school districts in their decision-making process for professional development, curriculum, and other needs (see lists below) that are related to Indian Education for All and student achievement issues. The Office of Public Instruction (OPI) offers this guidance to help schools sort through the variety of available educational services and materials so that the most effective and culturally relevant services and materials will be highlighted for use in Montana schools. It is up to each local district to make choices that meet its needs. We hope this process will help tailor professional development, curriculum, materials, etc. that districts provide to improve Indian student achievement and deliver appropriate instruction about American Indians to all Montana students.

This guide can also assist both organizations and individuals that have materials or information to share with school districts. This process, when completed thoroughly, can expedite the use and implementation of services and materials. Only those organizations and individuals that have met these minimum requirements should be given full consideration.

1) Criteria for Professional Development, Curriculum, and Instructional Models General:

- What is the organization or company's background?
- What is the organization or company's experience in other schools/districts or communities?

Do schools/districts or communities recommend this organization or company?

- Has a summary of the product or service been provided and reviewed?
- Likewise, have the goals and expected outcomes of the product or service been provided and reviewed?
- Has accurate supporting data or research has been provided?
- Does the data or research address specific school or district needs?
- Does the service or product meet any needs that have been identified by a school improvement team/committee, five year plan team/committee, etc?
- What is the length of service or time commitment required?
- What types of activities will be included; i.e., summer institutes, on-site workshops, etc?

- What, if any, are the requirements or obligations of the school or district?
- Are these requirements feasible?
- Cost?
- Contact name and information.

Cultural content:

- What is the organization or company's background in providing American Indian content to schools?
- Do the services or materials have a cultural component that is appropriate and will address the needs of Indian Education for All or for Indian student achievement?
- If so, has the subject been reviewed for cultural relevancy, authenticity, or bias? And by whom?
- If the subject includes tribally specific content or material, has it been approved by a local culture committee or other tribal organization?

A Guide for Evaluating Indian Education Services, Products, and Materials

2) Minimal Qualifications and Criteria for Speakers and Presenters

General:

- Speaker's/presenter's background – Is the speaker qualified to present information with
- American Indian themes or content?
- What is the speaker's experience in other schools/districts or communities?
- Do schools/districts or communities recommend this speaker?
- Has a summary of the presentation topic been provided and reviewed?
- Likewise, have the goals and expected outcomes of the presentation or topic been provided, reviewed, and agreed upon by your district?
- Does the presentation, workshop, or service meet any needs that have been identified by a school improvement team/committee, five-year plan team/committee, etc?
- What are the costs?
- What is the length of workshop or presentation?
- What, if any, are other responsibilities or obligations of the school or district?
- Contact name and information.

Cultural content:

- Do the services or materials have a cultural component that is appropriate

and will address the needs of Indian Education for All or for Indian student achievement?

- If so, has the presentation/workshop subject been reviewed for cultural relevancy, authenticity or bias? And by whom?
- If the subject includes tribally specific content or material, has it been approved by a local culture committee or other tribal organization?

3) Minimal Qualifications and Criteria for Materials and Texts

General:

- What is the age level that the material or text is directed toward?
- Is the material or text fiction or non-fiction?
- Who is the publisher and what was the publication date?
- Is the material or text readily available?
- What are the costs?
- Contact name and information.

Cultural content:

- Author information – is the author qualified to write a book dealing with the subject, specifically American Indian themes or content?
- Does the material or text have a cultural component that is appropriate and will address the needs of Indian Education for All or for Indian student achievement?
- Has been reviewed for cultural relevancy, authenticity, and bias:
- Does it avoid stereotypes?
- Does the material assist in establishing a positive image of American Indians?
- Are both sides of the issue, event, or problem presented?
- Are important facts included or omitted?
- If the subject includes tribally specific content or material, has it been reviewed by a local culture committee or other tribal organization. Or has it had input from a tribal leader, elder, or other qualified individual?

For further textbook, DVD/video, and web site evaluation, please review the "Evaluating American Indian Materials and Resources" document at <http://www.opi.mt.gov/pdf/IndianEd/Resources/EvalText.pdf> or visit the OPI Indian Education Division's Resource guide at <http://www.opi.mt.gov/indianed/teachers.html>. Oyate.org also has a list of reviewed texts that have been evaluated for authenticity, relevancy and value.

Appendix D

Funding Spectrum Guide Indian Education for All

URL: <http://www.opi.mt.gov/PDF/IndianEd/IEFAFundingSpectrum.pdf>

The 2007 Regular and Special Legislative Sessions provided a continuation of school funding directed toward the implementation of Indian Education for All (IEFA). This guidance is designed to provide a snapshot of activities in which schools can meaningfully utilize this funding to meet the Legislature's intent. This list is not exhaustive and is purposely open-ended. It is meant to spark discussion and imagination – the actual decision is a local one.

Implementing change such as this takes time and we should not expect that the mission of including Indian content in classrooms will happen overnight. It will take all of Montana's educators, working together over several years, to make this constitutional promise a reality. The key is to take small bites of the apple, and, above all, do not fear trying new ideas or including new content.

A good place to begin is to survey school staff to measure their content knowledge and readiness to teach about Indians. Professional development should be ongoing and designed to increase teacher knowledge about Indian topics. As teacher knowledge increases, expand the professional development opportunities to reflect their needs. Applying the survey again will yield new results that would assist with this process.

A good beginning also includes positive leadership. Superintendents and school board members must understand the basis of IEFA and carry its message with optimism and confidence in order for implementation to be successful. Take the time to read about the issues and take advantage of professional development opportunities related to Indian education. Find suggested conferences and resources about Indian Education on the Office of Public Instruction (OPI) Web site: [http:// www.opi.mt.gov/IndianEd](http://www.opi.mt.gov/IndianEd).

If your school receives a small amount of funding, think about creating cooperatives with other schools in the area to carry out this responsibility. Work with educators who have successfully implemented Indian content into their classrooms. Collaborate with tribal education departments and Indian educators. Watch the OPI Indian Education Web site for continuous updates and new information. If your school is fortunate to receive a large amount of funding, it is paramount to develop a sequential plan for IEFA in your district that includes integrated and interdisciplinary curriculum in addition to ongoing, job-embedded professional development for your staff.

Here's how the money works –

Continuing Appropriation

During the 2007 Special Legislative Session, local districts received the continuing \$20.40 per-ANB from the 2005 Legislative Session. This continuing payment goes into the school's general fund and must be allocated within the biennium to implement IEFA in the district.

One-Time-Only Appropriation

Local districts will also receive a \$10 per-ANB one-time-only (OTO) payment, with a minimum of \$500 per district. This OTO payment will be paid in August 2007 and August 2008. The OTO payment will be deposited in the miscellaneous programs fund (15) using revenue source code 3650. The money may not be transferred to any other fund. There is no time limit on the expenditure of these OTO funds.

Accountability Language for all IEFA Appropriations

Expenditures for all IEFA funds should be tracked using program 365. School districts are required to file an annual report to the OPI that specifies how the IEFA funds were expended. The OPI will collect this annual report through the Annual Data Collection (ADC) and the Annual Trustees Financial Summary.

Additionally, during the 2007 Special Legislative Session, expenditures for all IEFA funds were limited to "curriculum development, providing curriculum materials to students, and providing training to teachers about the curriculum and materials." This means that districts may expend IEFA funds for any activities related to developing, implementing, or delivering IEFA related materials, curriculum, or training to school district staff and students. For example, a district could hire and/or supplement a curriculum specialist to spend time on IEFA curriculum integration; provide stipends to staff who attend IEFA related professional development opportunities; buy IEFA appropriate books for the classroom and/or library; or take students on an IEFA related field trip.

Here are some ideas to consider –

If your school receives \$100 - \$1,500

- Survey staff to find out immediate needs for materials, professional development, and content knowledge of Indian history, Indian contemporary issues, etc.
- Update your library with American Indian fiction, non-fiction, poetry, anthologies, reference materials, tribally specific materials, DVDs, CDs, teacher guides, instructional aids, etc.(see the Resource Guide on the OPI

- Web site: <http://www.opi.mt.gov/indianed>).
- Offer IEFA- related professional development in the form of online or in-person presentations, workshops, or training.
 - Arrange student field trips to American Indian cultural events or historical areas.
 - Develop/refine local student assessments to determine proficiency with Montana Content and Performance Standards specific to American Indian content.

If your school receives \$1,500 - \$5,000

- Invite guest speakers to do presentations or workshops for students or staff that corresponds to IEFA.
- Develop a comprehensive professional development library for staff.
- Send staff to regional and statewide professional development focused on IEFA.
- Pay costs for substitutes and travel so that teachers can visit schools and classrooms that are currently implementing IEFA throughout their curriculum.
- Set up groups or committees to review existing curriculum and resources, and provide stipends to those staff members who participate.

If your school receives \$5,000 - \$10,000

- Pay tuition for staff to take IEFA related course work and/or classes offered by institutions of higher learning.
- Create classroom lesson plans or learning trunks/footlockers for teachers to use and share.
- Create teacher handbooks that include information about incorporating Indian topics into the classroom and develop an in-service process for new teachers to the district to catch them up to speed on the district's efforts.

If your school receives \$10,000 and up

- Pay your teachers to research programs and curriculum to find appropriate material they can use to best integrate Indian education topics into their classroom.
- Create student exchanges, both online and in-person, with neighboring districts. The best way to break down myths and stereotypes is through interpersonal relationships.
- Hire staff to assist efforts through research, assistance to teachers, and professional development.
- Include Indian content in the hallways and classrooms, including treaties and other historical and cultural documents, portraits of Indian leaders, and Indian artwork.

APPENDIX E

IEFA and the MONTANA COMMON CORE STANDARDS CONNECTIONS

Wednesday, February 6, 2013

By Julie Saylor

444-0754

INDIAN EDUCATION FOR ALL (IEFA) and the MONTANA COMMON CORE STANDARDS (MCCS)

On November 4, 2011, the Montana Board of Public Education adopted the Common Core State Standards in English Language Arts, Literacy (ELA), and Mathematics. In support of educators' efforts connecting IEFA and MCCS, the Indian Education Division at the OPI has:

- **Constructed elementary level COMPANION GUIDES** - to provide guidance for instruction that incorporates IEFA resources aligned with Montana Common Core English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Standards that have been identified as facilitating information about American Indians.
 - o Links to the [COMPANION GUIDES](#) are available on the Indian Education web pages, as well as the Montana Common Core Standards web pages.

- **Revised elementary literature units to reflect MCCS alignment.**

- o [Model Teaching Units Language Arts Elementary Level Volume One](#)
- o [Model Teaching Units, Language Arts – Elementary Level, Volume Two](#)

(NOTE: The ELA middle grades and high school levels Companion Guides are in the works, as are Math Companion Guides and lesson updates. PLEASE CHECK BACK.)

http://www.opi.mt.gov/Programs/IndianEd/Update_Listings/NewsStories/2013-02-06_114311.html

Appendix F: Mandates for Indian Education for All

The Montana State Constitution

To quote from the OPI introductory letter for this law: "At the end of the 1999 legislative session, Indian Education was re-energized with the passage of House Bill 528 (HB528), which has become MCA 20-1-501. HB528 outlined the legislative intent of Article X, section 1(2) of the Montana Constitution that has been in place since 1972. Article X, Section 1(2) of the Montana Constitution:

"The state recognizes the distinct and unique cultural heritage of American Indians and is committed in its educational goals to the preservation of their cultural integrity."

Although this language was established and placed into the Montana Constitution 29 years ago, little has been done to fulfill this commitment and incorporate it into educational agencies, including public schools. There were no actual statewide curriculum guides, benchmarks or standards in place until 1999 when HB 528 was enacted and with the new law these soon followed. The Legislature recognizes that the history of Montana and the current problems of the state cannot be adequately understood and the problems cannot be addressed unless both Indians and non-Indians have an understanding of the history, culture, and contemporary contributions of Montana's Indian people in a concrete manner."

With the passage of this bill and the funding of this law, the chance for the spirit of the law to be observed and followed in our state finally exists.

Synopsis of the Law from the OPI website: MCA 20-1-501

Recognition of American Indian cultural heritage -- legislative intent.

(1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) Every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

With 20-1-501 now in MCA, an impetus to move forward toward an equitable education for all students has emerged. It is now up to state educational agencies and local districts to take advantage of this new law to assure that Montana's non-Indian students are given the opportunity to learn about the rich heritage of their neighbors and peers and that Indian students are able to locate themselves within their schools. Successful implementation of Article X and 20-1-501 is dependent upon the entire educational community, not just schools with high populations of American Indians.

The Montana Tribal nations and tribal colleges must also take a more proactive role in assisting with implementation efforts. Although it will take hard work as well as a thoughtfully planned and collaborative effort, we believe that equality and fairness can be achieved as part of a quality education. We do not want to revisit this issue in another 29 years wondering where we went wrong. It is time to take bold steps forward to support and finally institutionalize our constitutional and moral obligation to Indian Education in order to realize the four R's of education: Reading, 'Riting, 'Rithmetic, and Racial Equality.

CSD #1 and the Provisions of "Indian Education for All" MCA 20-1-501

Please see Appendix B: "Indian Education for All" MCA 20-1-501 for the exact language of the law.

CSD #1 does a good job of following sections 1 and 2. Section 3 is hard to determine being that the American Indian population is very low, educators' personal backgrounds and experiences in dealing with these issues, and whether there is actually a need. The Indian Education Committee is intending to follow up with a survey to the American Indian families in the district to determine if the requirements in Section 3 need to be addressed through training, meetings, resources, or literature. There was a brief CSD #1 District survey via email that determined that training and educator needs on Essential Understandings should be continued to be offered to all District Personnel.

CSD #1 has an actual Montana Indian Studies program taught by an American Indian enrolled in the Little Shell Band of Chippewa Indians of Montana based out of Great Falls and a Bitterroot Salish descendant certified in history covering this program and all of its requirements. In regards to sections b, c, and d, our district continues to offer in-service training regarding Indian education and other issues and topics whether by the Native American Studies teacher, local resources, or local tribal resources and presenters. It would be advisable to continue offering these opportunities since most American Indian students will not be self-advocates for their needs unless approached by an educator or someone from the district having the necessary tools knowing how to do so.

Accreditation Standards from OPI's 'Connecting Cultures and Classrooms, INDIAN EDUCATION FOR ALL K-12 Curriculum Guide: Language Arts, Science, Social Studies' ³

Corvallis School District #1's standards and curriculum items will be interjected after each article with a 'NOTE: '

<http://www.opi.mt.gov/PDF/IndianEd/ConnectingCultures.pdf>

10.55.603 Curriculum Development and Assessment

(4) In all program area standards and content and performance standards, the school district shall:

(b) review curriculum to ensure the inclusion of the distinct and unique cultural heritage of the American Indians; 10.55.701 Board Of Trustees

NOTE: CSD #1 is continuing the process of ensuring its compliance with the law through this review.

(3) Each school district shall have in writing and available to staff and public:

(m) a policy that incorporates the distinct and unique cultural heritage of American Indians that is aligned with district educational goals;

NOTE: CSD #1 has in place a written policy stating how American Indian curriculum is incorporated K-12. CSD #1 has an Indian Education section in the District website.

10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall consider ways to:

(b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources taking into account the unique needs of American Indian students and other minority groups;

NOTE: CSD #1 faculty and staff are sensitive to this need as it arises. CSD #1 is a district with a low minority ratio.

10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall consider ways to:

(h) provide books and materials which reflect authentic historical and contemporary portrayals of American Indians;

NOTE: CSD #1 has a decent and adequate collection of books and resources such as CD-ROM software, DVD's and posters that reflect authentic historical and contemporary portrayals of American Indians. Through a series of grants and state funding, the Middle School Native American Studies program, the libraries and teachers were able to purchase many new books, software and other media. Many district educators have excellent resources that also support learner access. All current resources in each building library reflect authentic historical and contemporary portrayals of American Indians. New resources purchased must meet the IEFA criteria. Resources have been evaluated with guidelines from <http://www.oyate.org>. Any non-tribal books are cross-referenced from this site or examined from the OPI checklist: "Evaluating American Indian Materials & Resources for the Classroom: Textbooks, Literature, DVDs, Videos and Websites". Any books currently on-hand that did not meet this criteria and that were culturally insensitive or inaccurate were not eliminated but were given to the Native American Studies teacher for teaching materials for the Stereotypes and Bias unit or to any teacher wishing to use them for references on bias and stereotypes.

The Montana State OPI Indian Education web site also provides many other valuable resources for assisting in resource evaluations: <http://www.opi.mt.gov/IndianEd2>. If any questions should arise on the authenticity of any resources, please contact the Native American Studies teacher, Craig Clairmont. If he cannot immediately determine the authenticity of a resource, he has contacts and resources to investigate and assist with a determination.

Program Foundation Standard

Incorporate in all curricular programs the distinct and unique cultural heritage of American Indians and other cultural groups.

NOTE: CSD #1 is continuing toward this goal and will do so especially when concrete curricula guidelines and benchmarks are provided for all curricular areas.

References to Indian Education in Accreditation,

Program and Content Standards

Books:

The Framework: A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All by Tammy Elser

Websites:

OPI Standards: <http://www.opi.mt.gov/programs/IndianEd/>