

NATIVE LITERATURE & HISTORY PROGRAM DESIGN

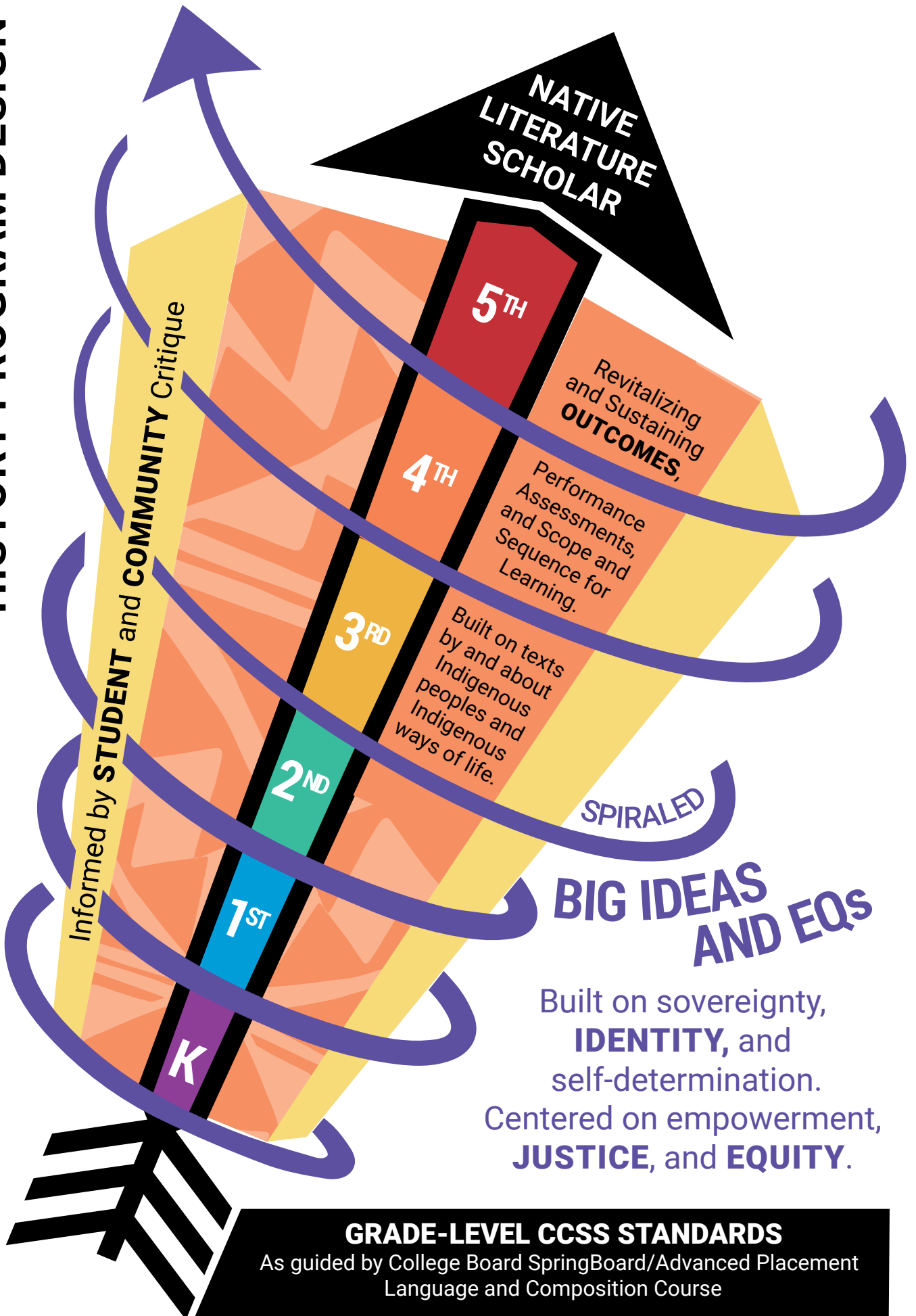
1ST GRADE YEARLONG



**1st
GRADE**
Native Literature
Scholar

CORE VALUES
**COMMUNITY
RESPONSIBILITY**
CHARACTER

NATIVE LITERATURE & HISTORY PROGRAM DESIGN





Designer Positionality Statements

JERUSHA IGNACIO is Dine' from the small community of Ojo Encino, New Mexico. She is Ute Clan and born for the Mud Clan, her maternal grandparents are Red House Clan and her paternal grandparents are Bitterwater Clan. Ms. Ignacio has been teaching for 15+ years, primarily with indigenous children in various educational settings in the states of New Mexico and Arizona. Her passion for teaching was motivated by the need for highly effective teachers in her home community. She saw a need in the community and wanted to meet that need. Jerusha currently works for the Bureau of Indian Education at Ojo Encino Day School, helping our indigenous students take pride in their cultural identity and become native scholars. Her drive in education is to help our indigenous students become effective change agents in their own communities - to see a need and meet that need.

JOSEPHINE NARANJO - MONTOYA - Born in Flagstaff, Arizona and moved to Santa Clara Pueblo when she was four years old and has resided there ever since. She is half Hopi and half Santa Clara. She has been teaching for 13 years and going on her second year with elementary. Josephine started her teaching career with the head start program and worked there for 11 and a half years. Since joining Khapo Community school she was able to help write the Native Literature curriculum which she is humbled about as this was her first time writing curriculum and is also excited to launch the curriculum to her students.

NISN Statement on Teacher Authorship and Ownership: NISN pays teachers a stipend to design curriculum over the summer. All that NISN asks in return is permission to share the curriculum you design with other schools working to Indigenize schooling for Native American students within and outside of the network, always maintaining an indication of your authorship on curriculum documents. Likewise, any individual who is exposed to work that is generated by another affiliated individual of the NISN will indicate original source authorship. This includes the provision that no one shall use another teacher or developer's curriculum for financial profit.

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Program-Wide: Resources For Design

[!\[\]\(bd1a142de767a21e5362c595f844a4ff_img.jpg\) **Equity Glossary**](#)

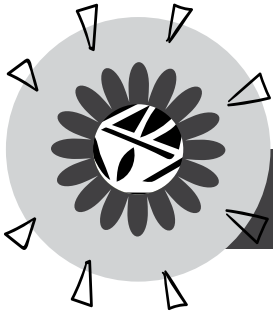
[!\[\]\(e2376d476d06eb31946dc01a69a4403a_img.jpg\) **White Supremacy Resources** \(*Slavery/Capitalism • Genocide/Colonialism • Orientalism/War*\)](#)

[!\[\]\(74d4806277d7e73349d8e8c0897931e9_img.jpg\) **Dził Dít'ooí School of Empowerment, Action and Perseverance - DEAP School resources**](#)

[!\[\]\(0aff635c4179ba9e710b00f4b01d3b20_img.jpg\) **UNDRIP - United Nations Declaration of Right for Indigenous Peoples**](#)

[!\[\]\(830769b31eeeaca920791081939ff8ba_img.jpg\) **NISN Native Literature Reading List**](#)

[!\[\]\(0b5e7e25e8775f7e7e80906ada4f0021_img.jpg\) **NISN past curriculum in Indigenous Humanities**](#)





Program-Wide:

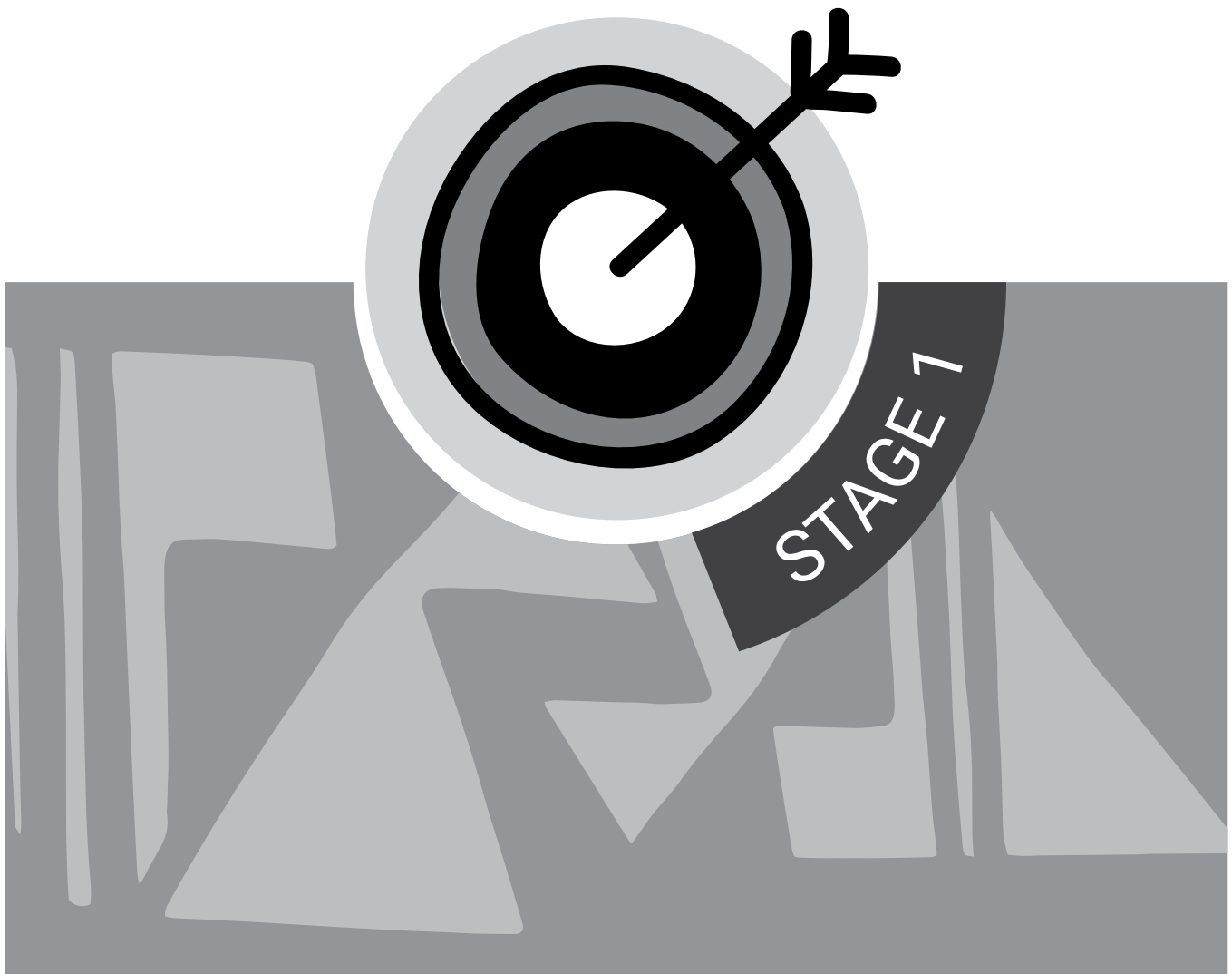
Big Ideas, EQS and Outcomes

<p>Big Idea</p>	<p>Core Values</p> <ul style="list-style-type: none"> • Kha’p’o: <ul style="list-style-type: none"> ◦ Respect ◦ Responsibility ◦ Compassion ◦ Community ◦ Perseverance ◦ Generosity • Kwiyagat: <ul style="list-style-type: none"> ◦ Culture and Language ◦ Competency ◦ Character and Wellness ◦ Community Connections • NACA: <ul style="list-style-type: none"> ◦ Respect ◦ Responsibility ◦ Community/Service ◦ Culture ◦ Perseverance ◦ Reflection 	<p>Community Responsibility and Action</p> <ul style="list-style-type: none"> • Social justice, anti-bias/anti-racist • Connecting to self, place, community, and civics 	<p>Native Scholar <i>(as a segue into 6th-12th grade Native Literature program)</i></p> <ul style="list-style-type: none"> • Discourse around text. Understand and articulate what they read and present in written form and orally. • Speaking, listening, writing, reading domains.
<p>EQ</p>	<p>How can my Core Values help me understand who I am and my relationship to the world around me?</p>	<p>How can my Core Values help me understand and connect to my community in a good way?</p>	<p>How can I use comprehension strategies and structured discourse around Native literature to help me understand myself and my connections to others and the world around me?</p>

DESIRED RESULTS

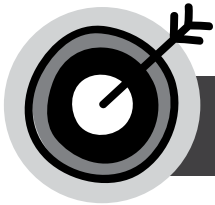
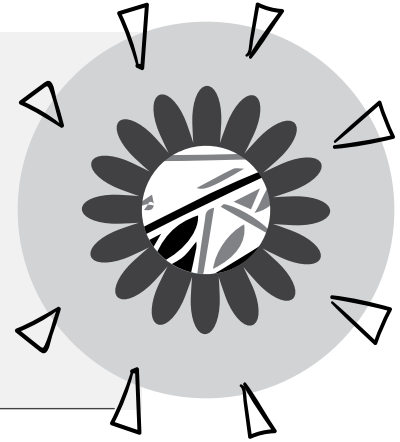
REFERENCES

-  [Finding Big Ideas and Assessment Evidence @ NISN video](#)
-  [Building EQs and EUs @ NISN video](#)



**BIG
IDEAS**

I will embody the Native Scholar by my understanding of core values and community responsibility and action through the mastery of literary skills.



EQs and EUs

Essential Questions

(based on yearlong Big Idea)

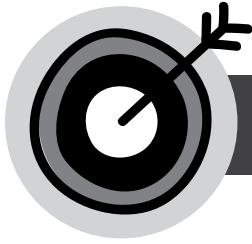
- How can I use my core values to make connections to native literature so I can develop my character as a Native Scholar?
- How can I use my knowledge of my community and connections I've made with native literature to analyze and assess needs within my community and causes for change?
- How will I develop and implement a plan of action towards the changes that are necessary within my community?
- How do I best display my community action project so that I'm making the best impact on the audience I'm trying to reach?

Enduring Understandings

(based on yearlong Big Idea)




- My core values help me to understand who I am as a native scholar and allow me to inherit knowledge and to improve my community.
- Great community leaders choose not to become part of the problem, but, instead, they choose to be part of the solution.
- You have to keep your audience in mind if you want to instill change so that your audience will become a positive factor.








<p>Content EQ:</p> <ul style="list-style-type: none"> • How can I use my core values to make connections with native literature? • How will making these connections develop my character as a Native Scholar and citizen of the world? • How will I use native literature to find my cultural identity (self, community, and place)? • How will I use native literature to learn about other cultures outside my own? • How do I utilize my literary skills and my core values as a Native Scholar to create action (change) in my community? • Why do we study stories? • Why do Indigenous people not just tell stories to tell stories? 	<p>Content EU:</p> <ul style="list-style-type: none"> • I will identify my core values in the literature and utilize these findings to form my own opinions and understanding of the context. • I will use my understanding of the text to identify my character through making cultural connections and discoveries. • I will use the text to identify causes for change and formulate my own opinions and understanding of the world around me. • I will identify my core values through both the character actions and themes presented in the literature. • I will understand there is a story behind everything we learn. We don't just tell stories to tell stories. • You are the future knowledge keeper and story tellers and have a responsibility to make your stories convey meaning.
<p>Skills EQ:</p> <ul style="list-style-type: none"> • How are my core values presented in the text? • What questions can I ask myself when reading text to make connections (what does this remind me of)? • How can I relate to the text through my own emotions, actions, and surroundings? • How do I use native literature to learn valuable lessons about the core values and culture? 	<p>Skills EU:</p> <ul style="list-style-type: none"> • I will identify and explore my core values within the literature through building relationships with characters and understanding concepts of theme. • I will comprehend text better when I make different connections with the text, either from text-to-self, text-to-text, or text-to-world. • I will use the text to form open ended questions to develop highly engaging discussions about the topic. • When I become familiar with the key elements and parts of a story, I will acquire cultural literacy.

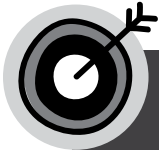


Anchor Standards







REFERENCES

-  [English Language Arts Anchor Standards](#)
-  [EngageNY/Expeditionary Learning Scope and Sequence of Standards](#)
-  [New Mexico Social Studies Standards](#)

<p>Reading</p> <p>Literature or Informational and Foundational Skills</p>	<ul style="list-style-type: none">  CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.  CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.  CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  CCSS.ELA-LITERACY.RF.1.1 Demonstrate understanding of the organization and basic features of print.  CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
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Anchor Standards continued

<p>Writing</p>	<p> CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p> CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p> CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p>Speaking and Listening</p>	<p> CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p> CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>
<p>Language</p>	<p> CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>

ASSESSMENT EVIDENCE

Transfer Statement:

We want our students to learn how to utilize their skills as Native scholars to make an impact on their community, so that in the long-run, on their own, they will be able to take their knowledge of the core values they possess and use that to create positive change within their own communities through community action projects.





Performance Assessment

[Use GRASPS](#)

Goal:

- You will demonstrate what it means to be a responsible community member and take action for your community using your Core Values. In order to do this you need to understand who you are as a community member and a definition of cultural awareness, and then apply who you are to your community.
- Make connections to the literature in order to explore Core Values.

Role: You are a Native Scholar/Activist. Native scholar/activist see a need in their community and plan an action using their Core Values to plans steps in meeting the community need.

Audience: Student identified

Scenario:

- You are Indigenous. As Indigenous people we think about others, not just ourselves. You've been asked to learn about your CVs at school and home, and then evaluate your community's needs, and then plan an action that helps your community by using your Core Values. This could be a community action that helps the animals, people, or land to be healthier and whole. Even though you are young, you can have an impact and your Core Values are your tools to have that impact.
- Also, our stories/texts are here to give us models of how others have helped their communities using their Core Values. We will use those stories to inspire us to think how we will act.

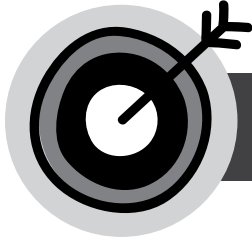
Product:

- **Step/Unit/Quarter 1 (I do):** Identity myself, my community, and my communities' Core Values. Strengths, weaknesses, and what I'm capable of. Community Mapping Assessment.
- **Step/Unit/Quarter 2 (We do):** What change am I looking for? Identify a need in the community based on your connections to your community. Community Needs Assessment.
 - Analyzing my school and its Core Values.
- **Step/Unit/Quarter 3 (You do):** Now that I've identified the need, what does a community action look like and what are the steps I need to take to carefully plan my action?
- **Step/Unit/Quarter 4 (You do II):** What is the product that best displays my action? Who needs to hear about my project? How will I best display this so my audience understands?

Standards: [See page 9](#)

SCOPE + SEQUENCE





UNIT 1: Core Values & Cultural Identity

Core Texts:

- ***We Are Grateful: Otsaliheliga*** by Traci Sorell (Cherokee Nation)
- ***Dipnetting with Dad*** by Willie Sellars (Cascade Klickitat)
- ***When We Are Kind*** by Monique Gray Smith (Navajo)
- ***How the Stars Fell Into the Sky: A Navajo Legend*** by Jerrie Oughton (Navajo)
- ***When We Were Alone*** by David Robertson (Cree)
- ***Fry Bread*** by Kevin Noble Maillard (Seminole Nation)
- ***Kunu's Basket: A Story of Indian Island*** by Lee DeCora Francis (Penobscot Tribe)
- ***Lewis Tewanima: Born to Run*** by Sharon K Solomon (Hopi Tribe)
- ***Jingle Dancer*** by Cynthia Leitich Smith (Muskogee (Creek))
- ***The Great Ball Game*** by Joseph Bruchac (Muskogee)

Essential Question:

- How can I use my core values to make connections to native literature so I can develop my character as a Native Scholar?

Key Equity Term(s):

Respect, Responsibility, Culture, Reflection, Perseverance, Community, Compassion, Character & Wellness, Cultural Identity



Embedded Assessment:

- Self-Identity and Community Mapping



Performance Assessment

Use GRASPS

Goal:

Our core values help us identify who we are as indigenous people. Each of us has core values that shape who we are, these core values are learned from our family, our community, and are also learned from the stories that are passed down from generations before. Your goal is to map out the core values that you possess by keeping in mind which core values you represent well and which you need to work on. This can be done in a drawing of yourself, a picture, a model of you, or any other visual representation of you that showcases the core values you have.

Role:

You will plan, create, and present a visual representation of you showcasing the core values you represent well and which core values you still need to work on.

Audience:

Your audience will be your classmates when you present your visual representation of the core values you represent well.

Scenario:

This visual representation will be like a window to the kind of person you are, to who are you, and to the core values you represent as an indigenous person.

Product:

- **Part I:** Create a visual representation of you and your core values (picture, model of you, drawing)
- **Part II:** Presentation to the classroom, community, and families (video of presentation can be shared through online communication platform)
- Me and My Core Values Visual Representation Rubric



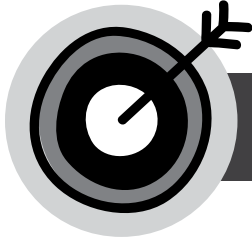
Anchor Standards

Reading:

[RL.1.2](#) [RL.1.3](#)

Writing:

[W.1.3](#)



UNIT 2: Community and Change

Core Texts:

- ***The Boy Who Harnessed the Wind***
by William Kamkwamba and Bryan Mealer (Malawi)
- ***Undocumented: A Worker's Fight***
by Duncan Tonatiuh (Mexican)
- ***Ho'onani: Hula Warrior***
by Heather Gale (Hawaiian Culture)
- ***Wilma's Way Home: The Life of Wilma Mankiller***
by Doreen Rappaport (Cherokee)
- ***We Are Water Protectors***
by Carole Lindstrom (Standing Sioux Tribe/Ojibwe Tribe)

Essential Question:

- How can I use my knowledge of my community and connections I've made with native literature to analyze and assess needs within my community and causes for change?

Key Equity Term(s):

Need, Community, Demand, Change



Embedded Assessment:

- Community Needs Assessment



Performance Assessment

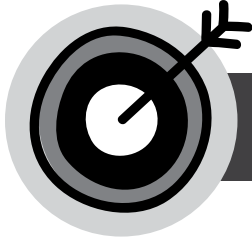
[Use GRASPS](#)

Goal:	You will read several indigenous stories about people who have made important changes in their community based on a need they saw and wanted to change. As a community member, you can either be part of the solution or be part of the problem. Your goal is to look at your community and identify a need that will help improve your community.
Role:	You will identify several needs in your community and decide on one community need that is the best choice for you to begin to make an impact in your community. You will share this need with the class through a visual representation that you choose (presentation, pictures, speech). As part of your presentation, you will tell why you chose this community need and what outcome you are looking for at the end of our community impact project
Audience:	Your audience will be your classmates and other community members who are part of this community that this need will impact.
Scenario:	The selection of a community need is the first step in you being a positive change agent in your community.
Product:	<ul style="list-style-type: none"> • Part I: With your family, identify several needs of your community and decide on one community need where you can make the best impact on. • Part II: Present the one community need you selected, to your classmates in whatever media format you choose. • My Community Need Presentation Rubric



Anchor Standards

Reading: Literature/ Foundational	RL.1.1 RL.1.2 RL.1.4 RL.1.7 RF.1.1 RF.1.4
Writing:	W.1.1 W.1.3 W.1.5
Speaking and Listening:	SL.1.1 SL.1.2
Language:	L.1.4



UNIT 3: Change in Action

Core Texts:

- ***Young Water Protectors: A Story About Standing Rock***
by Aslan Tudor, Kelly Tudor and Jason EagleSpeaker (Lipan Apache Tribe / Standing Rock Sioux Tribe)
- ***Stolen Words***
by Melanie Florence (Cree Nation)
- ***I am Not a Number***
by Jenny Kay Dupuis and Kathy Kacer (Nipissing First Nation)
- ***Sharice's Big Words***
by Sharice Davids and Nancy K. Mays (Ho-Chunk Tribe)
- ***The Water Walker***
by Joanne Robertson (Ojibwe)

Essential Question:

- Now that I've identified the need, what does a community action plan look like and what are the steps I need to take to carefully plan my action?

Key Equity Term(s):

Protect, Sacred, Resistance, Urgency



Embedded Assessment:

Action Project Analysis:

- Now that I've identified the need, what does a community action look like and what are the steps I need to take to carefully plan my action?

End of Year project:

- Mapping out the steps to address the need they identified in Unit 2



Performance Assessment

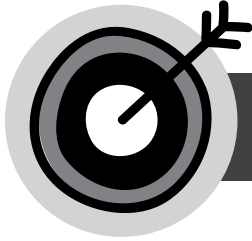
[Use GRASPS](#)

Goal:	Once you've identified a community need, the next step is usually to plan out how you will implement change to address that community need you chose. An action plan allows us to stay on track and follow through with completing community action projects. You will read several indigenous stories where you will see how other prominent community figures implemented change in their communities. This will give you an idea of how to "tackle" the community issue you are hoping to change or meet.
Role:	In this project, you will act as a community planner and begin to list the action steps you will need to take in order to implement change in your community. What will you do first? What will you do next?
Audience:	Your audience will be your classmates and teacher when you present your action steps to the class. This may also include community members from the community in which you are hoping to implement change.
Scenario:	At the end, you will have a solid list of action steps you will need to take in order to complete your final community action project.
Product:	<ul style="list-style-type: none"> • Part I: List of community action steps. • Part II: Presentation of action steps for classmates, teacher, and community members. • My Action Steps Presentation Rubric



Anchor Standards

Reading: Literature/ Foundational	RL.1.1 RL.1.2 RL.1.4 RL.1.7 RF.1.1 RF.1.4
Writing:	W.1.1 W.1.3 W.1.5
Speaking and Listening:	SL.1.1 SL.1.2
Language:	L.1.4



UNIT 4: Audience and Presentation

Core Texts:

- ***The Water Walker***
by Joanne Robertson (Ojibwe)
- ***Day with Yayah***
by Nicola I. Campbell (Okanagon BC, First Nations)
- ***When I Was Eight***
by Christy Jordan-Fenton, Margaret Pokiak-Fenton (Canada)
- ***Jumping Mouse: A Native American Legend of Friendship and Sacrifice***
by Misty Schroe
- ***The Boy Who Harnessed The Wind***
by William Kamkwamba (Malawi)
- ***The Water Lady: How Darlene Arviso Helps a Thirsty Navajo Nation***
by Alice B. McGinty (Navajo Nation)

Essential Questions:

- How is the best way to display my community action project to reach my targeted audience?
- How will I best display my community action project so that my audience understands the connection?



Embedded Assessment:

- **Community Action Project**



Performance Assessment

Use GRASPS

Goal:	To demonstrate what it means to be a responsible community member and take action in your community using your core values as a strength to implement positive change in your community.
Role:	You are a Native Scholar Activist who sees a need in their community and creates an action plan using their core values to meet the need of their community. You see a need and you meet the need.
Audience:	Your classmates, teacher, school community, and community members.
Scenario:	You are Indigenous. As Indigenous people we think about others, not just ourselves. You've been asked to learn about your core values at school and home, and then evaluate your community's needs, and then plan an action that helps your community by using your Core Values. This could be a community action that helps the animals, people, or land to be healthier and whole. Even though you are young, you can have an impact and your Core Values are your tools to have that impact.
Product:	Part I: A reflection of the Community Action project implemented in the community Part II: Presentation of community action project My Community Action Project presentation



Anchor Standards

Reading: Literature/ Foundational	RL.1.1 RL.1.2 RL.1.4 RL.1.7 RF.1.1 RF.1.4
Writing:	W.1.1 W.1.3 W.1.5
Speaking and Listening:	SL.1.1 SL.1.2
Language:	L.1.4