



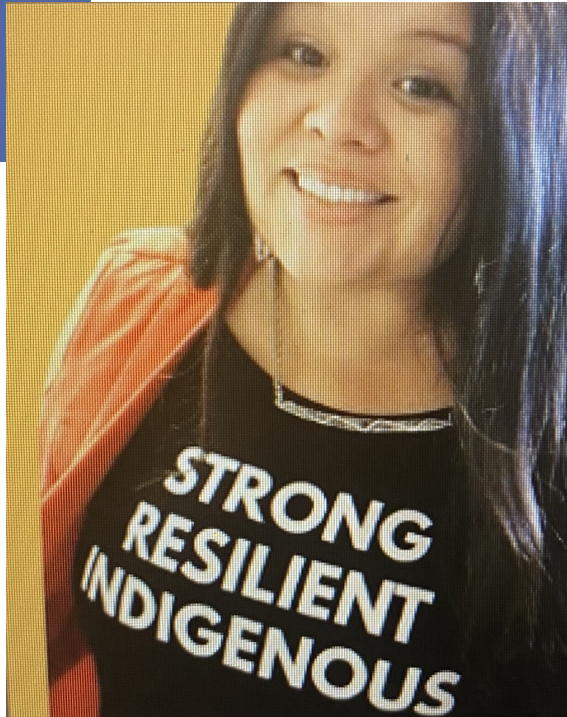
NorCal NASMC Project Update

May 23, 2023

A coastal scene with waves crashing onto a pebbly beach under a cloudy sky with a bird in flight.

Agreements

- Meeting will be recorded
- Stay on mute during presentation
- Type questions in the chat, as they arise
- We will have 15 minutes at end to answer questions
- Please email or call us, after meeting, for more info



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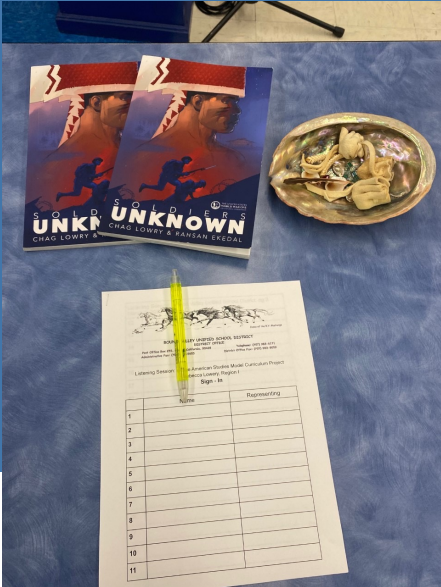


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Update from the road....





First Listening Sessions



During a period of 8 weeks, February- April 2023

- *22 community meetings*
- **375 participants**
 - Mostly Native people from remote, rural areas of NorCal plus non-Native educators, COE staff, Superintendents, Principals





Where

7 meetings via zoom

- Fort Bidwell Indian Community
 - Shasta County Native educators
 - Yocha Dehe Curriculum Committee
 - Curriculum Committee with Yurok, Tolowa and DCOE
-
- **Three All Region sessions**

Where



15 meetings in-person

- CISA conference of Native scholars, Santa Cruz, CA
- Yurok Tribe, Klamath
- Cal Poly Humboldt Big Time Social Gathering, Arcata
- Karuk Tribe, Happy Camp
- Susanville Indian Rancheria, Susanville
- Washoe Tribe, Markleeville
- Butte College Big Time Social Gathering, Oroville
- Rocklin COE, Rocklin
- Yocha Dehe Wintun Nation, Yolo county
- CIMCS, Santa Rosa
- DCOE, Crescent City
- Blue Lake Rancheria, Blue Lake
- NCIDC, Eureka
- Mendocino College, Ukiah
- Round Valley Elementary School, Round Valley

Project NASMC Regional Design:

Project NASMC leverages the California County Superintendents Educational Services Association's (CCSESA) 11 service regions. CCSESA provides the organizational mechanism for the 58 County Superintendents of Schools to design and implement statewide programs.

Humboldt COE works with Regions 1 to 3 (55 CA tribes)

San Diego COE works with Regions 4 to 11 (54 CA tribes)



In first 8 weeks:

- 3 Virtual Listening Sessions for all counties within regions 1-3
- Listening Sessions with Native peoples and local educators from starred locations



Next In-Person Listening Sessions

- Time Frame: July-November 2023
- Contact Rebecca Lowry if you'd like to host a session or hold your own and report back.
- Purpose:
 - Give feedback on needs of teachers and students.
 - Identify existing strengths and educational resources that have already been developed.
 - Meet people who may want to join or form new work groups to create curriculum, vet work and support the implementation/piloting of new works.



Why

- Create generational change by increasing awareness of self and others in our shared community, starting at early age
- Humanize all children by modeling respect, truthfulness and restorative practices
- Renew relationship with local place
- Increase connection for disengaged youth
- Reverse the narratives of “extinction” and “civilization”
- Give young people the tools to become the next authors, storytellers, artists, leaders, educators and scientists



What did people share?

The following slides are a summary of themes that emerged from meeting conversations and content provided in surveys....

Themes for Units K-12



Cultural Strengths

- Life stories of local Native leaders describing what they worked on and created for their communities- highlighting local tribal programs, professions, movements and/or cultural practices
- Artistic achievements of Native peoples featuring visual art, photography, basketry, writing, performance, to teach world views
- Current ways communities support development of young people through ceremony and cultural practices (shared in an intentional appropriate way)
- Cultural values, such as respect and the ways we treat and relate to one another, using cultural stories and native language as context

Relationship with Place

- Indigenous place names of local geography
- Cultural stories of natural places
- Historic stories of specific places, buildings or sites where significant events occurred
- Shared stewardship of places (watersheds, ecological system restoration)
 - Exploring detrimental impacts to local places by development, organizations or economic practices
- Ethnobotany
- Food Sovereignty /Indigenous Foods

Themes for Units K-12



History

- Recent history to give context for cultural loss and resilience of Native peoples (life stories of elders describing boarding school experiences, Indian Relocation Act and military service)
- More units on recent history including citizenship, sovereignty, termination and contemporary social justice movements
- Specific histories of school sites, forts, boarding schools
- The differences between reservations and rancherias and why certain communities endured forced relocations
- Period of contact and state sponsored genocide, bounty hunting and slavery (Gold Rush, CA statehood, First Gov of CA, First Act of CA, Ishi)
- Traditional structures/Pre-contact Culture

Violence Prevention

- Public art installations/memorials dedicated to those lost through violence
- Traditional and contemporary methods of restoring balance and harmony following conflict and harm
- Acknowledgment of many types of leaders and ways people lead and contribute to community efforts
- Trauma-informed tool kits for regulating nervous system directed at elementary and adolescent level students
- Social/Emotional literacy and Trauma 101-What does trauma look like in behavior? What is generational trauma? How to recognize trauma responses and care for self in difficult times. (Addiction prevention).
- Healthy relationship skills directed at elementary and high school levels
- Cognitive flexibility- Tolerance and space for multiple perspectives
- Life stories of role models from LGBTQ community

Themes for Units K-12



Law and Government

- Laws regarding collection of artifacts
- NAGPRA
- ICWA
- Current tribal laws, federal trust responsibility
- Unratified Treaties, Early CA laws
- First contact on east coast, Native influences on American Government; westward expansion to CA

Communications

- Examining implicit and explicit bias
- Examining texts for accuracy (cultural representation and tribal perspective)
- Use of mascots and caricatures
- How to be informed consumers of information

Themes for Units K-12



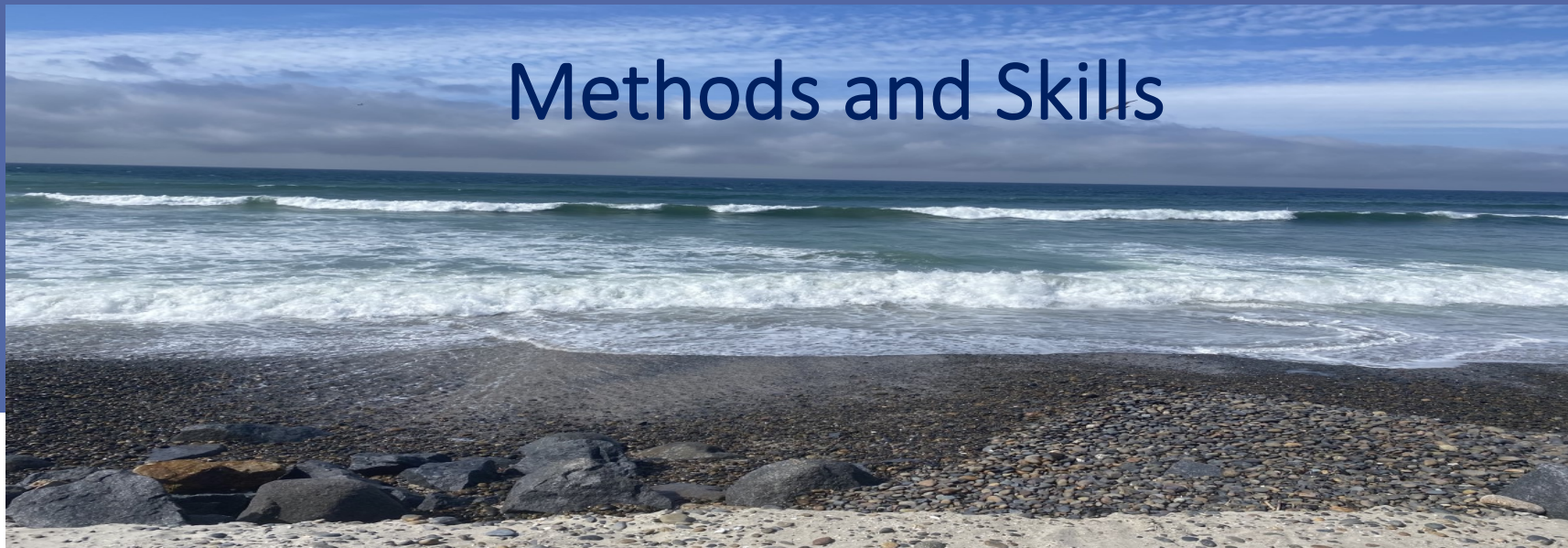
Language Arts/Humanities

- The art of storytelling (oral presentation and written forms like prose, poetry and graphic novel)
- Partner with Native authors to provide teacher guides for their books.
- Provide substitutes for books like “Island of the Blue Dolphins”
- Explore:
 - the differences and similarities between Native cultural groups; how cultures change over time, as living entities
 - Futurisms: How do you envision your culture in the future?
 - Role of “Urban Indians” in social justice movements in CA and intersectionality

Math/Economics

- Basketry and geometry
- “Adulting skills.” The application of math in adult life—exploring reasons for generational poverty, and skills for financial health; explore examples of successful tribal businesses

Methods and Skills



Methods

- Video interviews with elders, local leaders and youth
- Use art forms of contemporary native artists to contextualize lessons in world views and living culture of Native peoples
- Teach genocide according to developmental level of child. (Begin to share facts in fourth grade and provide all details/statistics by middle school)
- Bring lessons outside, whenever possible, and connect students with local community teachers
- Work of writing and vetting lessons is shared across regions, via CA Scholars Committee and regional work groups
- Structure units to match calendar events like CA Indian Day, seasons or Native American History month
- This work is part a larger movement that will gain momentum and attract more funding/participation as it grows.

Youth Skills

- Social Emotional skills
- Critical thinking
- Collaboration
- Interviewing and Presenting skills
- Tolerance and appreciation for diverse perspectives, even within one tribal group
- Creativity in finding solutions to restore balance when social conflict arises
- Integration of ancestral skills

Teacher Feedback



Lesson Design

- Keep lessons simple, concise, easy to follow, with no more than 15 minutes prep time
- List one content standard per lesson plan
- Don't put too many lessons in a unit and determine a reasonable length of time it would take to complete a unit
- Scaffold lessons for those with learning deficits
- Make lessons user friendly for students in "independent study" programs
- Include primary sources, videos, art work, articles so that teacher does not have to be "expert" in cultural content and will learn along with their students
- Design lessons with enough content to fill a significant period of class time and not just function as a "supplement" to other material.
- Design lessons for elementary grades that are inter-disciplinary

Instructional Support

- Create brief videos or written manuals to accompany units that address violence and disparities
- These materials will be created by seasoned Native educators and social workers knowledgeable in trauma informed class management and tools students can use to regulate themselves and have good relationships with others.
- Native Culture 101- What not to ask a native student
- We invite tribes to create informational videos about their culture and programs to help orientate teachers who are new to the area
- Utilize local curriculum coaches to help teachers who unsure about teaching NAS topics
- For border towns, like those who live in CA and go to school in Nevada, provide standards for Nevada state as well (since those teachers are serving CA families)



Model Curriculum Hosting Platform: UC Davis Website

- Skeleton of site has been created
- Will house new units, links to existing resources and provide videos/manuals to support educators
- Model curriculum units will be free
- There may be links to Native authored resources that are sold
- Site will contain a search engine educators can use to search by **Theme** (ex Gold Rush, Ethnobotany), or **Tribe** and **Grade Level**
- Includes “Native units” for educators to insert into high school level Ethnic Studies Courses as well as “supplements” to AP History text books.
- Content Standards will include Social and Emotional Learning
- Each unit will have a common cover page that will contain elements such as: Theme, grade, content standard, tribal group(s), Teacher instructions and length of unit. Each lesson plan will have links to accompanying materials, like videos, art or instructional support videos.



Next Steps

- **Research Assistants** are being hired to compile existing educational resources and map out what has already been done.
- **CA Scholars Committee** meets to approve plan for new units, vet units and/or create new units
- **Small regional work groups** form to create units (ongoing process)
- **Listening sessions during July-Nov 2023**
- **For each theme identified in sessions:**
 - List potential units to create for specific grades, aligned with a state standards.
 - identify resources that have already been developed on this theme
 - Contract with individuals to create new units.



Regional Work Groups

- Participation will be **paid** and amount will vary according to role and time commitment
- The focus of each work group will vary according to the resources and priorities of that community.
 - For ex, some groups may solely focus on updating existing educational resources. Some groups may not have any “vetting” to do as no lessons plans exist on their cultures. They may want to start researching and actively create new units instead.
- Work group formation will be **ongoing** and occur throughout the three year grant
- If you’d like to be involved, **contact** Rebecca Lowry or Maggie Peters

Roles within regional work groups

Cultural Curator

Provide guidance as to which forms of cultural knowledge can be appropriately shared with a public audience

Identify existing primary source documents, books written on local tribes, art, photographs or videos. (Or create your own videos with local elders and youth)

Researcher

Curriculum Writer

This person has experience developing educational resources and has taught in a classroom.

This person has experience in education and/or is of the local culture. They vet materials for cultural accuracy, standard alignment and usability for teachers

Reviewer

More roles within regional work groups

COE Staff

This person may help with: curriculum writing; outreach to teachers during staff meetings; support piloting new works in schools; finding more resources to continue the work

Express what they need to be successful in teaching model curriculum; test units and give feedback for improvement; share UC Davis web address with peer networks

Local Teacher

Artist

Create new work that is included in model curriculum or create public art installations that accompany themes of units created (ie mural or memorial)

Give feedback on their learning needs and the efficacy of new units created. Are they engaging? Participate in video creation for new units and Instructional support materials

Youth



Questions?