



Mount Lassen (2023)



NorCal K-12 Native American Studies Model Curriculum

Phase 2
Curriculum Development
and Design

What is the NAS Model Curriculum? (NASMC)

- Web-based **lessons plans**, primary source documents, teaching strategies, professional development **guides and resources**.
- One of **four model curriculums** funded by **AB 167**. (Other model curriculums include Hmong, Cambodian and Vietnamese groups)
- Lead agencies, **Humboldt and San Diego County Offices of Education**, develop NASMC in partnership with Tribes, other COE's, native youth serving organizations and Native knowledge keepers.
- **Dr Cutcha Risling Baldy** is the guiding leader for the **Humboldt COE** and **Dr Joely Proudfit** and **Nicole Lim** guide the work of **San Diego COE**.
- By **Fall 2025**, NASMC resources will be available on a website hosted by the CA History and Social Science Project, UC Davis.



Native American Studies Curriculum Leads



Nicole Lim, J.D.

Pomo

California Indian Museum and
Cultural Center

California Indian Education for All



Joely Proudfit, Ph.D.

Luiseño/Payomkowishum

Cal State University, San Marcos

California Indian Culture and
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California Indian Education for All



Cutcha Risling Baldy, Ph.D.

Hupa, Yurok and Karuk

Cal Poly Humboldt
Native American Studies Dept.

What is an NAS model curriculum?

- *A selection of high quality lesson plans and instructional support tools informed by CA Indian scholars, guiding leaders, community leaders & educators.*
- Some lessons have a statewide focus (Like Civics, Native Identity or Native literature).
- Other lessons represent perspectives from CA Indian families of specific places (like Mountain Maidu or Tolowa).
- Some lessons are produced by Tribal Nations.



FAQ: How did HCOE inform Tribal Nations?

- 2 USPS mail outs to federal and non-federally recognized tribes
 - *November 2023 and March 2024*
- Phone calls to Education Directors (*November 2023*)
- Ongoing emails inviting tribes to attend virtual meetings and/or host listening sessions in their communities (*February 2023-now*)
- Discussions in virtual and in-person meetings. (CA Indian peoples attended each of HCOE's 75 meetings)
- Video updates available on website
- Collaboration with Truth and Healing Council
 - Governor's Office of the Tribal Adviser emailed information on NASMC to all tribal leaders in CA, statewide. (*March 2024*)



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

Phase 1

LISTEN, GATHER, AND ENGAGE

Aug. 2022 to June 2023

Phase 2

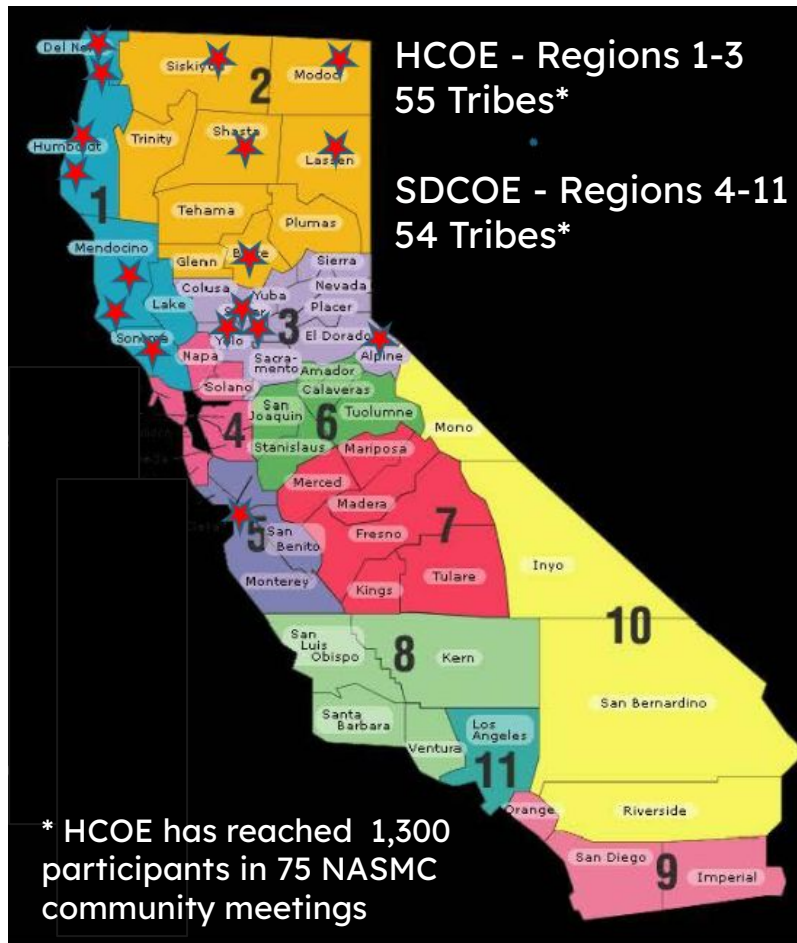
CURRICULUM DESIGN AND DEVELOPMENT

July 2023 June 2024

Phase 3

REFINEMENT, PUBLISHING, AND PROFESSIONAL LEARNING

July 2024 to June 2025



Native Language and world view

Empower to take action

Cultural Arts

Critical Thinking

Kinship & Healthy Relationship Skills (SEL)

Cultural Strengths:

Traditional Lifeways
Cultural Values
Artistic Achievements
Historical Advocacy
Cultural Revitalization

History:

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

Curriculum Themes Identified by the Community

Relationship to Place:

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

Law / Government:

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

Cross Curricular Integration:

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

Trauma Informed Teaching

Model Co-Learning with students

Examining Implicit and Explicit Bias

Understanding Cultural Appropriation

FAQ: How Can Tribes get Involved?

- **Request a presentation for Tribal Council.**
- **Create a new model lesson.**
- **End of January 2025: Deadline for tribes to submit educational resources for the Resource List of the NASMC website.**
- **February 2025 -March 2025: Opportunity for Tribes to review model lessons (Tribes may request access to lesson plans for review).**



FAQ: What is the remaining timeline?

- **Now- December 2024: Curriculum Writing**
 - **Proposals can be submitted on the HCOE NASMC website: www.hcoe.org/nasmc**
- **January 2025-April 2025: Editing and formatting resources to be accessible for those with disabilities**
- **May 1, 2025: HCOE submits completed NASMC resources**
- **September 2025: NASMC rolls out on web-based platform hosted by CA History and Social Science Project of UC Davis**



The following list of NASMC resources, in development by HCOE, is a living document. It will adjust and grow.



We invite you to contact us if you'd like to be a writer. HCOE is still accepting proposals as we started the project later than SDCOE.

Traditional Laws of Tolowa Peoples (Being a "good" person)	K
Yurok Language lesson featuring acorns	TK & K
Shadow Puppetry and Traditional Storytelling (video and lesson plans)	K-2
Graphic Animation of Tribal Origin Story, Paiute Tribe	K
Native Youth of CA-Diverse Cultures (5-7 min video and coloring pages of cultural practices/geography)	K-4
Native Weavers of CA (5-7 minute video and coloring pages with integrated SEL components)	K-5
Number Systems, Native Value and Arithmitic	K-5
Wiyot, Place-based stories (Plants/Animals)	K-2
Traditional Tolowa Knowledge (Past and Today)	1
Tolowa, Yurok important Native leaders (ITEPP)	1
Fire Race, Lesson plan (2 levels/lesson plans)	1
Maps with Native place names	1
Calendars and interacting with the environment (ITEPP)	2
Condor Returns (Habitat Protection and Art Integration)	2
Tolowa Heros	2
Water-Eels/Land-Mt. Lion/Air Red Tailed Hawk	2
Technology: The Importance of String	2

Wintu Tribe Lesson	3
Oceans and Estuaries-Food and Culture	3-5
Coyote as Trickster	3
Basket Element Art Lesson (2 levels)	3
Astronaut Nicole Mann (Wailaki)	3
Thankfulness Book - alternative to "traditional" Thanksgiving story	3
Yuki Creation Story	3
Condor	3
Nome Cult Walk	4
Northern Howl-digital book by Yurok youth	4
Native Youth of CA-Diverse Cultures (15 minute video and writing prompts)	4-12
Bear River Rancheria-Contemporary Culture	4
Language Revitalization	4
Artist: Frank LaPena, Wintu	4
Artist: Frank Tuttle, Concow Maidu/Yuki	4
Sherri Smith Ferri: Curating our Community - Past and Present	4
Winnemem Wintu Tribe-Mcloud River Salmon History and Wintu People Today (2-3 lessons)	4
Tuluwat (Land Back/Environmental Justice)	4
Cultural Fire and Forest Management	4
Gold Rush (Environmental Justice Framing) (ITEPP) - Gold Rush Book - Indian Action Council booklet (unit)	4
3D Diorama Research Project-Traditional Homes	4
Build a plank house (TEK , SEL and economics)	4

Indigenous Place Names-Mapping your neighborhood	4
K'am-t'em-A Journey Toward Healing (Homelands & Environmental Protections; 2 lesson plans)	4-5
Northern Howl-digital book by Yurok youth (The Art of Storytelling; 2 lesson plans)	4-5
Tolowa culture (Home, Community and Place)	5
Collaboration and Balance of northwestern tribes (Languages, Homes, Trade and Commerce)	5
Environmental Warriors:Protect Native Eco-Systems	5
Story of Alice Piper	5
Pendant Making (concepts of art and currency)	5
Basket Element Art Lesson (2 levels)	5
Art of Harry Fonseca (learn about the Gold Rush and Coyote)	5
Astronaut, Nicole Mann (Wailaki)	5
Nome Cult Walk (article and interviews)	5
Maps (Pre Contact/ Different Tribal Areas/ Up to modern representation/ US History Context & Colonization) ITEPP	5
Colonization Lesson Plan (Russians, Spanish and Gold Rush) NNC	5
Pomo Traditional Ecological Knowledge & Family Stories	5
Poetry Writing Featuring Works from Youth of Hoopa	5
Tan Oak Acorn Game (week long science and Hupa culture based unit)	6
Water Protectors-Activism and Dam Removals	6-8
Tule-Traditional Ecological Knowledge	6-8
Impacts of Mining in Native land	6-8
River Restoration-Fixing the World	6-8

Technology: Feather Work	7
Art of Harry Fonseca (learn about the Gold Rush and Coyote)	7
Economic and Civic Patterns of NorCal (Trade Routes, traditional money, use of multiple languages)	7
Build a plank house and village (TEK , SEL and economics)	7-8
Karuk language and art featuring Lyn Risling, Karuk Artist	7
Flower Dance & Coming of Age	7
Sumeg Village-history and living culture	7
Land Acknowledgement	8
The Importance of Traditional Foods	8
Native Activism (Land Back)	8
Artist: Judith Lowry, Hatmawi/Pitt River	8
1924 Indian Citizenship Act	8
Nome Cult Walk (featuring interviews of descendants)	8
1850: Act for the Government and Protection of Indians	8
Tribal Government (Susanville Indian Rancheria) and US Constitution	8
Great Law of Peace and US Constitution (Native influences on Democracy)	8
Astronomy: Hupa/Chumash/Kumeyaay (ITEPP)	8

GO Road (Activism and Sacred Sites)	9-12
Early CA Laws and Native Peoples	9-12
CA Genocide and the Geneva Convention	9-12
Impacts of Colonization (Historical and Geerational Trauma)	9-12
Native Women Change Makers	9-12
Native Poetry(3-4 lesson plans featuring works from Shaunna McCovey, the Yaamay anthology and photography of CA artists)	9-12
Native American Graves Protection Repatriation Act	9-12
Teaching Astronomy through stories (ITEPP)	9-12
Health Education (3 mental health focused lessons on trauma, native world view and wellness)	9-12
Native American Boarding Schools and Education	9-12
Life stories of elders that attended Boarding Schools and served in WW2 (3 lessons)	9-12
CTE Fire (KWTREX) Cultural use of Fire	9-12
Land Acknowledgement	9-12
Cooking with Native Recipes (NNC)	9-12
Traditional Women's Facial Tattoos	9-12
Native Activism (History of Alcatraz Occupation)	9-12
Government Policies of 20th Century (Relocation and Termination)	9-12
History of United Indian Health Services (Including forced sterilizations)	9-12
Critical Analysis of narratives and counter narratives on Native Peoples (A survivance focused unit with 7 lessons that examine case studies of Tuluwat Island & fish kills with student led community project)	9-12

Resources that Expand Student Learning

Graphic Timelines-CA Native history , culture and activism	9-12
CA Native History Video	9-12
Video Testimony of Elders- Indian Relocation Act, Boarding Schools & Resilience	9-12

Asynchronous learning and support for teachers on the NASMC website

PD for teachers: Increasing access to learning: How to identify and address dysregulation and use culturally responsive interventions

PD for teachers: Creating a classroom environment that supports cultural humility and co-learning

PD for teachers: 6-7 Teaching strategies for implementing the NASMC

PD: FAQs on Native American Studies

PD: Terminology 101

COE CONTACT INFORMATION



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

LEAD AGENCIES IN THE DEVELOPMENT OF THE NASMC

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Watch the latest HCOE Update

