

FAQs about the NAS Model Curriculum Project for CA K-12 Schools

Why should Native parents, youth and educators attend listening sessions?

This is your chance to share what is going well in your community. What educational resources have already been developed that would benefit the public-school system? You can also guide the development of new curriculum, created by Native educators, by describing the unmet learning needs of your community. Listening sessions provide an opportunity to network and form new partnerships to create curriculum.

How will my comments be used in listening sessions?

Staff will document your comments in order to record themes, like “ecological knowledge” or “local massacre history.” Names and personal information will not be recorded. The educational themes will be passed on to the Native scholars and educators who are developing resources for public education. Themes will be shared during public community meetings and may be published in state-wide reports.

How often will listening sessions occur?

Virtual and in-person listening sessions will occur throughout the **three-year project**. If you would like to request a focus group for your specific region, please contact Rebecca Lowry. RLowry@hcoe.org

Who are the staff contacts for the NorCal NASMC, led by Humboldt County Office of Education?

Rebecca Lowry, Learning Specialist at HCOE, can be reached at RLowry@hcoe.org or 707-582-2175. Rebecca is an enrolled member of the Delaware Tribe of Indians. She holds a CA State Teaching Credential, in English, endorsement from the Indian Teacher and Educational Personnel Program and a Masters in Social Work. Rebecca has worked in partnership with tribes to create curriculum for texts by Ca Indian authors and worked as a clinician for children and adolescents suffering from mental health crisis. Rebecca is a published poet and enjoys teaching historical and contemporary perspectives through poetry. Maggie Peters, Yurok/Karuk, will officially join the team after June 2023. She is currently Principal of Hoopa High School and has extensive teaching and curriculum development experience. Maggie, who is also a traditional basket weaver, will introduce herself during upcoming listening sessions and after June 2023.

More FAQs, assembled by our partner, the San Diego County Office of Education:

What is the California Native American Studies Model Curriculum?

The California Native American Studies Model Curriculum (NASMC) will support the design and development of open-source lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to

assist California K-12 educators in teaching about California Native American Studies. The NASMC is a statewide partnership effort funded through the California Department of Education. The San Diego County Office of Education (SDCOE) and the Humboldt County Office of Education (HCOE) have been selected as lead agencies to jointly lead the facilitation and development of the California Native American Studies Model Curriculum. Per AB 167, the NASMC is defined as lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist educators in teaching about Native American Studies.

**What is the purpose of California Native American Studies Model Curriculum?
What grades will the NASMC support?**

The NASMC will be written as a guide for school districts and charter schools to adapt their K–12 curriculum across multiple grades and subjects and Native American Studies courses to reflect the student and Tribal demographics in their communities. The curriculum will include examples of courses offered by schools and districts that have been approved as meeting the A–G admissions requirements of the University of California and the California State University. The NASMC and instructional materials will align with the needs of Kindergarten to Grade 12 (K–12) students and teachers. Curricula and instructional materials will be developed in partnership with Tribal and other Native American organizations. In many cases the project will not create new content, but will share Tribally developed curriculum and resources.

This three-year project that will conclude in June 2025, responds to the urgent need to design culturally responsive, placed-based instructional resources and champion California Indian and Native American authored digital units and resources. The NASMC will have a culturally responsive curriculum and educational resources that improve representations and classroom climates for teaching and learning about California's first people. The embedded NASMC professional learning and resources will help teachers and schools educate children and youth about the diverse histories, cultures and contributions of California Native peoples. The NASMC courses, units and resources, including A–G approved high school Native American Studies courses within California's curriculum, will prepare all students to be global citizens with an appreciation for the contributions of Indigenous cultures.

How will the California Native American Studies Model Curriculum be developed?

By design, the California model curriculum will be developed in partnership with California Native American tribes, Native American educational, cultural experts, K–12 educators, native youth serving organizations, and multiple County Offices of Education. The NASMC will share Tribally developed curriculum and resources and be written as a guide for school districts and charter schools to adapt their K–12 curriculum across multiple grades and subjects and Native American Studies courses to reflect the student and Tribal demographics in their communities. Furthermore, lessons and materials will not be limited to History/Social Science or any one content area. For example, lessons and materials developed and/or shared statewide through the project will support science instruction (i.e. lessons focused on Traditional Ecological Knowledge), art and cultural instruction, history (ranging from Native Peoples and Nations in a school's local

area taught in early grades to lessons on Sovereignty and Treaties taught in high school history and civics classes).

How will the community be involved?

SDCOE and HCOE will host virtual and in-person NASMC Community Engagement Listening Circles in Southern California and Northern California respectively.

Perspectives and voices of California tribal community members, Native American youth, educators, and cultural bearers will lead the development of NASMC. During NASMC Listening Circles, participants will learn about possible goals, vision, and outcomes of the NASMC, discuss their hopes for the NASMC, and provide guidance on the NASMC Essential Understandings and curriculum topics.

*You can also let your voice be heard by filling out a survey.

This survey is anonymous and your personal information, such as name, will not appear in public reports. The purpose of this survey is to inform the direction of Native curriculum developers as they create model curriculum units for K-12 CA public schools. The themes and ideas collected in these surveys will be presented in future public community meetings and may be published in state-wide reports.

By the end of February 2023, **HCOE** will have a survey on it's webpage:

<https://my.hcoe.net/native-american-studies-model-curriculum/>

Who are the guiding Native American scholars?

The NASMC project is guided by leadership of three respected California Native American scholars:

- Nicole Myers-Lim, J.D., Pomo, Executive Director of the California Indian Museum and Cultural Center
- Cutcha Risling Baldy, Ph.D, Hupa, Yurok, and Karuk, Associate Professor and Department Chair of Native American Studies at Cal Poly Humboldt University
- Joely Proudfit, Ph.D, Luiseño/Payomkowishum, Department Chair of American Indian Studies; Professor of American Indian Studies; Director of California Indian Culture & Sovereignty Center at California State University San Marcos

Is the NASMC almost done? No-The NASMC is currently in PHASE ONE:

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

<p>Phase 3</p>	<p>REFINEMENT, PUBLISHING, AND PROFESSIONAL LEARNING</p> <p>July 2024 to June 2025</p>	<p>Continue to offer, receive and compile public input on Draft 2 of NASMC</p> <p>NASMC advisories review and vet NAS curricular resources with tribes, IHEs, COEs, LEAs, and agencies</p> <p>Incorporate guidance and feedback from NASMC Taskforce, SMCCC, NAHC, CTCA, tribal community input, teachers, students, and public input</p> <p>Model Curriculum Writing and Revising</p> <ul style="list-style-type: none"> • Continue writing and revising NASMC • Draft 3 of NAS Model Curriculum to CDE • Develop virtual NASMC professional learning and digital curriculum guidance • Finalize NASMC that is ready for upload in CHSSP online platform
<p>Phase 2</p>	<p>CURRICULUM DESIGN AND DEVELOPMENT</p> <p>July 2023 June 2024</p>	<p>Communicate and Plan Community Input and Engagement Sessions for feedback</p> <p>Offer Community Input, Listening Circles, Focus Groups, and Surveys on drafts of NASMC</p> <p>NASMC advisories research, gather, and vet NAS curricular resources with tribes, IHEs, COEs, LEAs, and agencies</p> <p>Feedback from NASMC Taskforce, Statewide Model Curriculum Coordinating Council, Native American Heritage Commission, and CA Tribal Chairpersons Association, and teacher and student feedback</p> <p>Model Curriculum Development and Writing</p> <ul style="list-style-type: none"> • Continue writing and revising NASMC • Draft 2 of NAS Model Curriculum • Develop virtual NASMC professional learning and curriculum guidance
<p>Phase 1</p>	<p>LISTEN, GATHER, AND ENGAGE</p> <p>Aug. 2022 to June 2023</p>	<p>Communicate and Plan Community Input and Engagement Sessions</p> <p>Offer Community Input, Engagement Sessions, Listening Circles, and Surveys</p> <p>NASMC advisories research, gather, and vet NAS curricular resources with tribes, IHEs, COEs, LEAs, and agencies</p> <p>Model Curriculum Development and Writing</p> <ul style="list-style-type: none"> • Sample of researched NASMC course outlines, units, and lessons • NAS Model Curriculum Outline • Draft 1 of NAS Model Curriculum • Develop virtual NASMC professional learning and digital curriculum guidance

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Humboldt County
Office of Education