



Welcome

What does Native American curriculum look like in your classroom: How to incorporate content material through a Native lens

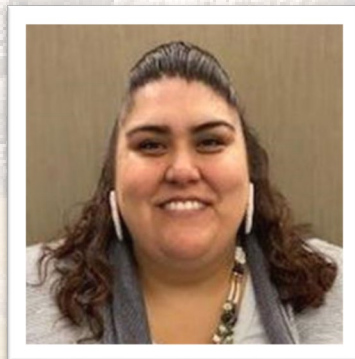
Objective: Understanding the importance of integrating tribal resources into the educational curriculum by involving tribal members.

Introduction

**Fawn Hunter, Indian Education Specialist,
Washoe County School District**

A little more about Fawn

She is married to Gerald Hunter. They have one son who is a junior in high school. She enjoys spending time outdoors with her family. She graduated from Grand Canyon University with a Master's in Public Administration with emphasis in Government & Policies.



**Fredina Drye-Romero, Education Programs
Professional, Nevada Department of Education**

A little more about Fredina

She is married to Patrick Romero. They enjoy their families who come from Nevada, Arizona, Kansas, and Oklahoma. She graduated from Haskell Indian Nations and the University of Kansas, in Lawrence, Kansas.



Land Acknowledgement

- Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We acknowledge that some of our educational structures are situated on the traditional homelands of the Numu (Northern Paiute), Wasiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. We pay respects to their elders past and present, these lands continue to be a gathering place for Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and lean on their territory.

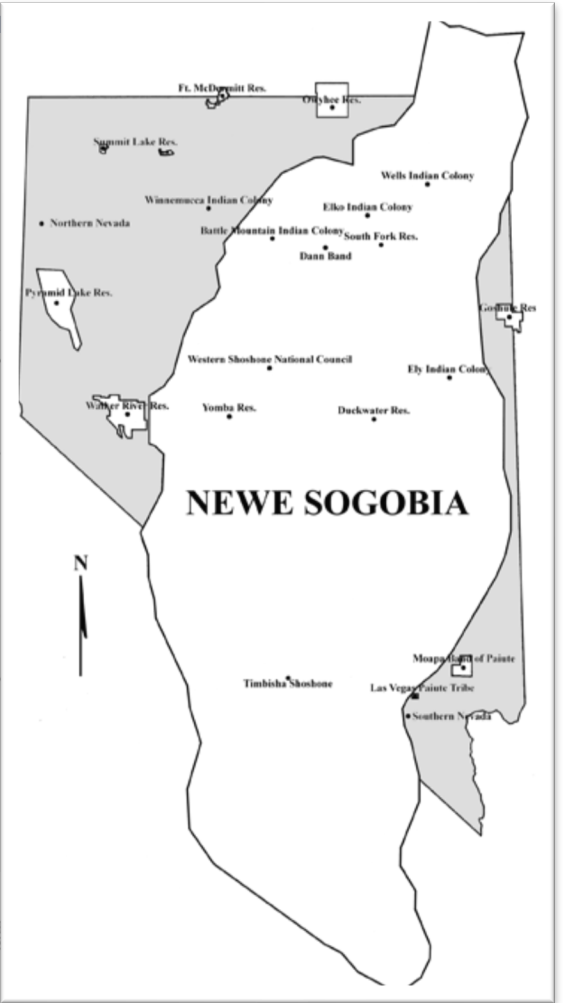
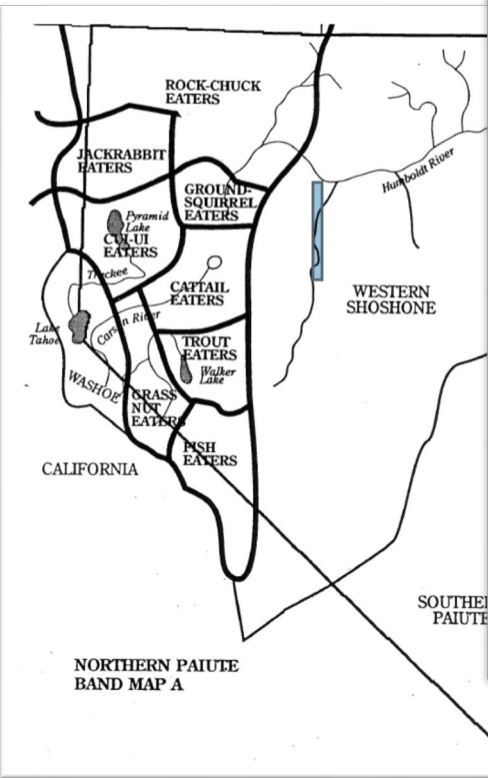
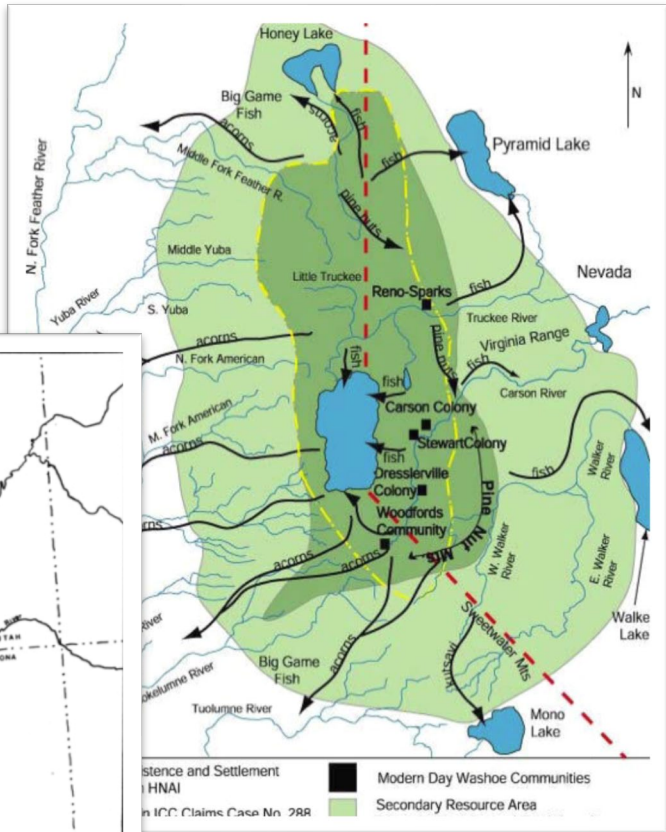
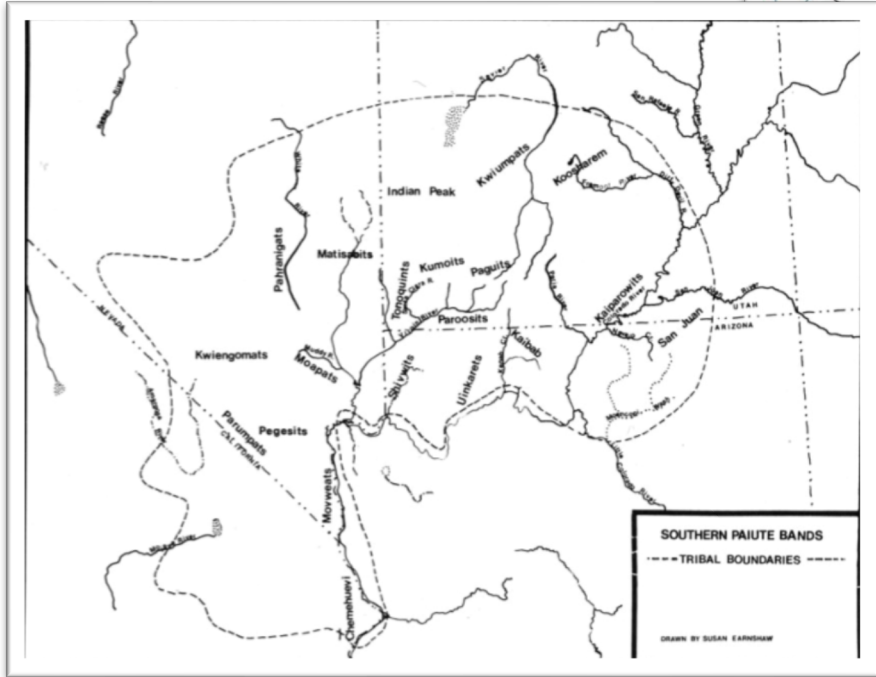
We would like to acknowledge the indigenous peoples who traditional homelands where we are presenting from, in what is now the state of Nevada.

- Numu [nu-mah] also known as (Northern Paiute), Nuwu [new-wooh] (Southern Paiute), Wašiw [wa-she-shu] (Washoe), and Newe [new-wuh] (Western Shoshone)



Native Land Disclaimer: This map does not represent or intend to represent official or legal boundaries of any Indigenous nations. To learn about definitive boundaries, contact the nations in question.

Land Acknowledgement



Land Acknowledgement





Great Basin Native American Languages

§NAC 389.516 Permissible elective courses of study. (NRS 385.080, 385.110, 338.360). A local school board may offer the following courses of study as elective courses in a public high school: 18. Great Basin Native American languages.

§NAC 391.233 Special Endorsement to teach Great Basin Native American Language. (NRS 391.019). (See Appendix A for Endorsement & application). <http://www.leg.state.nv.us/NAC/NAC391.html>

§NAC 389.6549 (NRS 385.080, 385.110). A Course of study in a Great Basin Native American Language must include instruction designed to teach the pupil to do the following: (see Appendix B for full description). Added to NAC by Bd. of Education by R066-97, eff. 12-10-97) <http://www.leg.state.nv.us/NAC/NAC-389.html>

A person who does not possess the qualifications required...may teach a course in a Great Basin Native American language without an endorsement issued pursuant to this section if a licensed teacher is present in the classroom during the instruction. Written documentation of the person's certification as a fluent speaker of the language he proposes to teach must be provided to the Department before he may begin teaching.

Paiute Language Program in Washoe County School District

COURSES OFFERED

WCSD offers three Paiute Language classes at three different high schools **North Valleys High School, Reed High School, and Spanish Springs High School!** Students can complete the first and second year of Paiute Language and receive World Language credit to satisfy graduation requirements. Classes are offered to **ALL** student



North Valleys
HIGH SCHOOL



Reed
HIGH SCHOOL



Spanish Springs
HIGH SCHOOL

PAIUTE LANGUAGE CURRICULUM

Developed through the hard work of the Reno/Sparks Indian Colony Language/Culture Program and the WCSD Indian Education Program, the curriculum is based on the goal that students will be able to form complete sentences and carry on everyday conversation by the end of their second year!

- History of Nevada Bands
- History of Boarding Schools
- Introductions and Greetings
- Colors and Numbers
- Plants and Animals
- Calendar, Weather, and Seasons
- Family Members
- Body Parts



Washoe County
School District

Paiute Language Program in Washoe County School District

**STACEY
BURNS**

Reno-Sparks
Indian Colony
Language
Department





Group Discussion

**Self
Reflection
Activity:**

Paiute Language Program in Washoe County School District

**JANET
DAVIS**

Tribal Chairwoman



Paiute Language Program in Washoe County School District

**KAREN
SHAW**
Tribal Education



We encourage educators to incorporate the following instructional practices in their curriculum:

- *To help students understand that each Native group is distinct, talk about how diversity is based on the places where we live.*
- *State that there is no one "Indian" language or way of thinking and inform students that there are thousands of indigenous communities in the Western Hemisphere.*
- *Emphasize the fact that the Americas' indigenous cultures are living cultures. (<https://washoe.us/>, <http://www.rsic.org/>, <http://www.plpt.nsn.us/>, <https://www.moapabandofpaiutes.com/>)*
- *Being mindful when selecting culturally responsive literature on Native Americans.*



Please be mindful of the following when doing hands-on activities or holding classroom discussions:

- *Students should not make masks or headdresses. Headdresses and masks are worn by Native people who have particular status within the culture, have achieved specific cultural goals, or possess cultural knowledge.*
- *Students should not dress up as "Indians "or use the term "costume" when describing Native American clothing.*
- *Please do not give students "Indian" names or assign them to "tribes" or create personal "totems" and or "spirit animals".*
- *Please refer to Native people in the present tense.*
- *Please do not use phrases like "sit Indian style," "Indian giver," or "have a powwow." And discourage use of these phrases when students use them.*



WCSD Curriculum & Instruction

➤ <https://www.washoeschools.net/Page/13420>



Instructional Materials

- **National Council for the Social Studies**
- [Northern Nevada Council for the Social Studies](#)
- [ProjectTahoe](#)

WCSD Scope and Sequence

- [Kindergarten Scope and Sequence](#) ↓▲
- [1st Grade Scope and Sequence](#) ↓▲
- [2nd Grade Scope and Sequence](#) ↓▲
- [3rd Grade Scope and Sequence](#) ↓▲
- [4th Grade Scope and Sequence](#) ↓▲
- [5th Grade Scope and Sequence](#) ↓▲

The Washoe County School District website may contain links that lead to resources, video, etc., which is located on servers that are not maintained or controlled by the District. The District is not responsible for the contents of any such referenced websites or for the availability of access to such websites.

CURRICULUM & INSTRUCTION

- Department Homepage
- Department Directory
- Curriculum and Instruction News and Resources
- Administrative Documents and Forms
- Family Resources
- ✦ English Language Arts Kindergarten - 5th Grade
- ✦ English/Language Arts 6th -12th Grades
- ✦ Fine Arts
- ✦ Instructional Support - Materials Division (Textbooks)
 - Currently Adopted Instructional Materials (Textbooks)
 - Instructional Materials (Textbook) Adoption
 - Instructional Materials (Textbook) Depository
- Library Services
- ✦ Mathematics Kindergarten - 5th Grades
- ✦ Mathematics 6th - 8th Grades
- ✦ Mathematics 9th - 12th Grades



Washoe County
School District

WCSD Curriculum & Instruction

- <https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/Social%20Studies/k12%20scope%20and%20sequence/WCSD%20SCOPE%20AND%20SEQUENCE%204th%20Grade%20Final.pdf>

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 4th GRADE Nevada History: First People, Places, & the Environment

4th GRADE ESSENTIAL QUESTIONS

How have conflict, compromise, and cooperation shaped Nevada's history?
What does it mean to be a Nevadan?

How do physical geography and natural resources affect the exploration and settlement of people and the development of culture?

UNIT	CONTENT THEME STANDARDS		IDEAS AND ACADEMIC VOCABULARY	RECOMMENDED RESOURCES (Aligned to Standards)
Quarter 1 (approx. 9 Weeks) First People, Places, and the Environment	History	SS.4.12. Analyze how Nevada's population and culture have changed over time. SS.4.13. Analyze the diverse population of Nevada's early inhabitants, natives, and settlers and discuss their unique experiences and contributions.	First People/Natives: Legend Tribes (Northern Paiute, Shoshone, Southern Paiute, Bannock, and Washoe) Traditions Dwelling (wiki-up) Native culture, customs, & traditions Nomadic	First People/Natives: Chapter 3 Nevada Our Home "The First People" Spirit Cave Mummy - OUT (B) Homes of Nevada's Native People – OUT (C) Nevada Native American Legends – Discussion Lesson (A) Conflict/Compromise Unit (Lessons 1-5)
	Multi-Cultural	SS.4.17. Analyze the impact that Native people have had on the culture of Nevada. SS.4.18. Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities, etc. SS.4.19. Identify the contributions of culturally, racially, and ethnically diverse individual Nevadans to the advancement of Nevada.	Mountain Men: Treacherous Relationships among the explorers and Natives Maps/Charts Territory Pelts Expedition Trappers Rendezvous Trail-blazers	Mountain Men: Chapter 4 Nevada Our Home "Discovering Nevada" (Lesson 2) Mountain Men – OUT (F) Mountain Men – Discussion Lesson (C) Mountain Men – Zoom In Explorers Come West – OUT (E) Explorers Come West – Zoom In American Progress (Westward Expansion) – Zoom In
	Civics	SS.4.21. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in the state of Nevada. SS.4.22. Investigate how interest groups have influenced the political, social, and cultural landscape of Nevada.	Land:	Land: Chapter 2 Nevada Our Home "Natural Nevada"
	Geography	SS.4.23. Create maps that include human and physical features and demonstrates spatial patterns in Nevada. SS.4.24. Examine how and why Nevada's landscape has been impacted by humans. SS.4.26. Describe the difference in population distribution across Nevada.		
	SS	SS.4.27. Using historical and contemporary examples, discuss the importance of major industries to Nevada's economy. SS.4.28. Describe the intended and unintended consequences of decisions made regarding limited and shared resources in Nevada.		

WCSD Curriculum & Instruction

- <http://projecttahoe.org/wp-content/uploads/2014/05/C.OUTNV3HomesofNevadasNativePeoples2016Revision.pdf>

Source C: (Primary Source) *Survival Arts of the Primitive Paiutes: Margaret m. Wheat (1986)*



Source C Questions for Consideration

1. List several details you notice in the photograph about this Native American dwelling.



WCSD Curriculum & Instruction

- <http://projecttahoe.org/wp-content/uploads/2014/05/4th-DL-3Nevada-Native-American-Legends-Revised-1116.pdf>

4th Grade Nevada History Discussion Lesson

Topic: Nevada Native American Legends

Lesson Authors: Jen Kopal, Suzi Osborn, and Kacey Winn

Related Essential Questions: How do physical geography and natural resources affect the settlement of people and the development of culture?

Related Nevada History Chapters: Ch.3

NV Social Studies Standards (Geography, Economics, Civics, History):

H3.4.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to Nevada.

G6.4.3 Identify and describe the diversity and cultural traditions of Nevada's people, i.e., Native Americans, Basque communities.

Social Studies Skills

- Demonstrate an understanding of chronology by recording events on a timeline.
- Read tall tales/stories to enhance Nevada history.
- Begin to discuss historical perspectives.

1 Stone Mother

2 One day the father of all Indians came to this area and lived on a mountain near stillwater. It is said that

3 he was created near Reese River. He was a very great and good man. He was very lonesome and wished

4 he had someone to keep him company.

5 One day, much later, Woman heard about man. She was married to Bear. She wished that someday she

6 might see Man, and this made Bear very jealous. One day Woman and Bear had a fight. They fought for

7 a long time and finally she knocked him down and killed him with a club. She decided to leave the

8 country and go north in search of Man. She had many interesting experiences on her trip. Even today,

9 her footprints can be seen along Mono Lake.

10 Near Yerington, she fought a giant who tried to eat her. She managed to kill him and his body turned to

11 stone, where it can also be seen today.

12 She arrived at Stillwater Mountain at last. There she saw Man who was so handsome. She hid from him

13 in for fear he might leave. One day, as Man was walking around he saw Woman's tracks. He started to

14 look for her, and called out, saying that he knew she was around. At last she came out from hiding. She

15 was nervous and very tired from her trip. He noticed this and spoke to her kindly. He asked her to go

16 with him to his camp where he would give her food. She meekly followed him.

17 After they finished eating, Man asked Woman to stay with him. That night she stayed near the fire. The

18 next night she slept by the door. Each night she moved a little closer. On the fifth night they were

19 married. They had many children.

20 Their first born was a boy who was very mean. He was always causing trouble among the other children.

21 One day when they were fighting, the father called the children together to talk to them. He told them

22 that if they continued to fight he would have to separate them. They started fighting before he finished

23 talking.

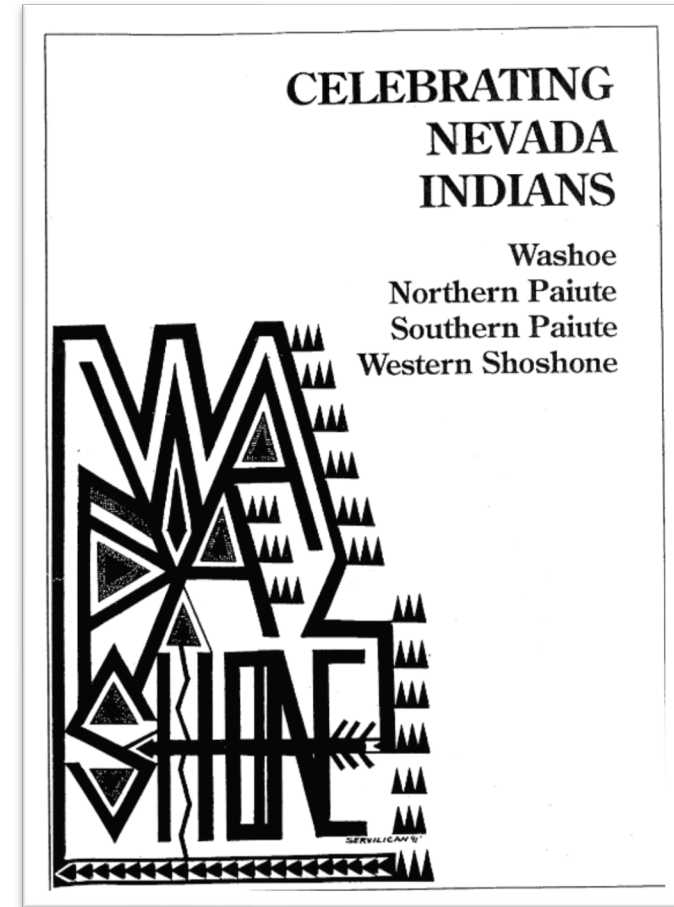
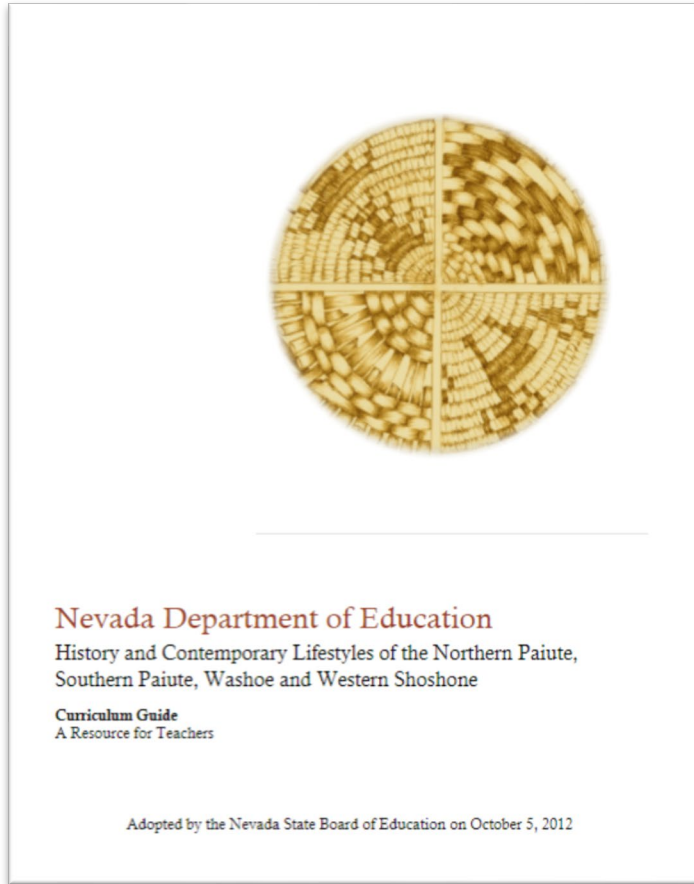
24 Man became very angry. He stopped them and said, I am going to separate you now. I shall go up to my

25 home in the sky. When you die you will come up to me. All you have to do is follow the dusty-road

26 (pointing to the Milky-Way). You will reach my home where I shall be waiting. ~~Some day~~ I hope that you

27 will all come to your senses and live together in peace

Curriculum



Essential Understanding

Regarding Indigenous Peoples in Nevada

- **EU1:** There is diversity among the four tribal Nations of Nevada in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Nevada.
- **EU2:** There is diversity among **individual American Indians** as identity is developed, defined and redefined by entities, organizations, and people.
- **EU3:** The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced.

Essential Understanding

Regarding Indigenous Peoples in Nevada

- **EU4:** Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them.
- **EU5:** Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today.
- **EU6:** History told from an American Indian perspective frequently conflicts with the stories mainstream historians tell.
- **EU7:** Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments.



What's in a name?

American Indian and Alaska Native (AI/AN) is the term used in federal government policy and research to refer specifically to indigenous peoples of the United States.

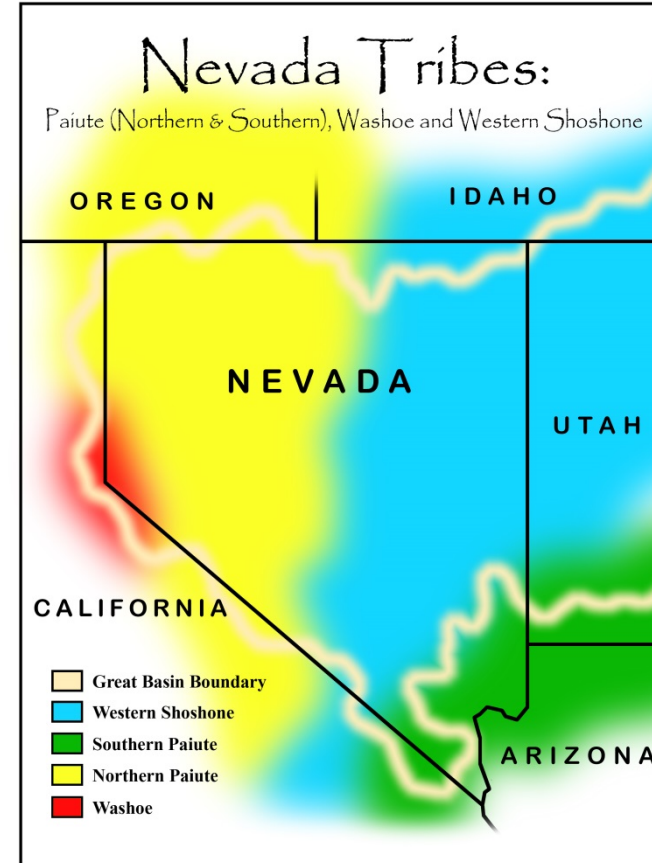


Federally Recognized Schools

There are over 567 federally recognized tribes within the US, each with distinct culture, traditions, and language. While similarities exist regionally, tribal affiliation is important to Native people and should be the primary descriptor when referencing a particular culture or people – National Indian Education Association

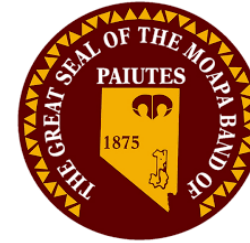
Essential Understanding 1

There is great diversity among the four tribal Nations of Nevada in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Nevada.





Our students come from these indigenous communities in Nevada





Thank you

Fawn Hunter
Washoe County School District
fawn.hunter@washoeschools.net

Fredina Drye-Romero
Nevada Department of Education
fromero@doe.nv.gov