

***Since Time Immemorial* Planning for Implementation Professional Learning Guide**



***Since Time Immemorial* Tribal Sovereignty Curriculum**

<https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state>

Welcome to the *Since Time Immemorial* tribal sovereignty curriculum and tribally-developed tribal history resources! The following resources are being provided by the Office of Native Education (ONE) within the Office of Superintendent of Public Instruction (OSPI) to support the continued professional learning of educators across our state to fully implement the *Since Time Immemorial* tribal sovereignty curriculum and tribally-developed tribal history resources in collaboration with the nearest federally recognized tribe(s).

The following resources have been developed to support your learning and planning for implementation:

- Our “Why”
- Partnering with Tribal Nations
- Tips to navigating the *Since Time Immemorial* curriculum website
- Planning for implementation

We appreciate the skill, knowledge, effort and creativity you are bringing to this work! If you any questions, please contact Dr. Laura Lynn at laura.lynn@k12.wa.us

Our “Why”

1. Please take a moment to briefly reflect on the following questions:
 - a. When you hear the term “tribal sovereignty”, what comes to mind?
 - b. Why do you feel it is essential for **every** student to learn about tribal history, sovereignty, and government as part of their preK-12 education?
2. Review the [Since Time Immemorial Poster](#) developed by Michael Vendiola (Swinomish), former director of the Office of Native Education.

What are three main ideas that emerge from your review of this poster?

- a.
- b.
- c.

Review the following background resources:

[1989 Centennial Accord](#)

[1999 Millennium Agreement](#)

[2008 *From Where the Sun Rises* Native American Achievement Report](#)

[RCW 28A.320.170](#)

Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it **shall** incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors.

[RCW 28B.10.710](#)

3. To assess your background knowledge of tribal history, download and complete the [BINGO](#) activity using the following key:
 - + Indicates that you are confident in your understanding and can teach others
 - ? Indicates that you think you have an understanding, but want to learn more
 - 😊 Indicates that this is new learning for you
- a) How might you modify this activity for use with students in your classroom ([BINGO template](#))?
- b) Many of the “content” BINGO questions align with lessons within the *Since Time Immemorial* tribal sovereignty curriculum. Based on your BINGO responses, what aspects of tribal history do you wish to learn more about?

[BINGO Answer Sheet](#)

Partnering with Tribal Nations

Background: Since time immemorial tribal nations have exercised self-determination and self-governance practicing traditional lifeways and meeting the needs of their citizens. The lessons and resources of the *Since Time Immemorial* curriculum are place-based and implementation is to be done through tribal consultation so that students can learn the unique history with the tribal nation closest to their school and district. Your district’s school board and superintendent have the responsibility of establishing and maintaining relationships with the federally recognized tribe(s) closest to your district to support the full implementation of the *Since Time Immemorial* tribal sovereignty curriculum. RCW 28A.320.170 states:

- 2) As they conduct regularly scheduled reviews and revisions of their social studies and history curricula, school districts **shall** collaborate with any federally recognized Indian tribe within their district, and with neighboring Indian tribes, to incorporate expanded and improved curricular materials about Indian tribes, and to create programs of classroom and community cultural exchanges.

As a classroom teacher, here is what you can do to ensure you are doing your part to build relationships and implement the *Since Time Immemorial* curriculum with integrity and fidelity:

- Know the tribal nations who are closest to your school and district. [Washington districts/nearest tribe list](#).
- Research tribal websites to learn more about the tribal nation closest to your school and district. [Federally recognized Tribes within Washington State](#)
[Non-Federally recognized Tribes within Washington State](#)
[Tribal Museums/Cultural Centers](#)
- Reach out to your district's social studies leader, curriculum director, or Title VI Native American Education leader to learn more about the relationships your district has established with the tribal nation closest to your district.
- If your district has a *Since Time Immemorial* curriculum implementation team, reach out to the team to learn about tribally-specific resources that the team is creating through collaborations with tribal partners.
- If your district has a Title VI Native American Education program, reach out to your district's Native Education leader. As you do, please keep in mind that Title VI programs are supplemental programs to meet the unique and specific cultural and academic needs of Native learners. Implementation of the *Since Time Immemorial* curriculum is a core instructional responsibility for all students.
- As you implement the *Since Time Immemorial* curriculum and students self-identify as being Native American, reach out to your Title VI Native American Education program leader and share this important information.
- Learn and teach your students the [protocols](#) when hosting a tribal Elder, leader or guest in your classroom.
- Attend gatherings that tribes are hosting where the public is welcomed (i.e. Canoe Journey, Powwows, etc.)
- Continue to learn about [government to government](#) relationships with tribal nations.
- Establish and maintain strong positive relationships each and every student and their family!

Navigating the *Since Time Immemorial Curriculum* Website

The *Since Time Immemorial* tribal sovereignty curriculum offers accurate and reliable place-based and inquiry-based lesson resources that have been developed in collaboration with tribes to be integrated with existing core curriculum. The curriculum is web-based and consists of lesson and unit resources for preK-12th grade and resources to support district, school, and classroom implementation. The lead curriculum writers are Shana Brown (Yakama, Muckleshoot), Jerry Price, Elese Washines (Yakama), and Michi Thacker. The curriculum has been written by educators for educators!

Tribal nations are also developing tribally-specific resources and curriculums to be integrated as part of your instruction. For example, the Spokane Tribe has developed the [Spokane Tribal Lifeways Curriculum](#). Connect with your district curriculum director, district social studies lead, or Title VI Native American Education leader to learn about relationships and resources that your district has developed with Tribes to support the *Since Time Immemorial* curriculum project.

Following are some of the features of the *Since Time Immemorial* tribal sovereignty curriculum that support the integration of lessons and units with your instruction. Please take time to open linked resources that explain the design of the curriculum.

- The lessons and units address one or more of the following essential questions:
 1. How does physical geography affect the distribution, culture, and economic life of local tribes?
 2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands?
 3. What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
 4. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
 5. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?
- The curriculum is designed to ensure students have opportunity to learn with outcomes appropriate for each grade level. Please read the Big 5 Outcomes found on page 2 of the [Overview](#).
- The units (Grades 4-12) are designed by levels (Level 1, 2, and 3) to fit your instructional needs. [Flow Chart](#)
- The lessons and units are standards-based aligning with new Social Studies, English Language Arts, Environmental and Sustainability, and Social Emotional Learning standards. Standards documents may be found at the bottom of each unit page.
- The units (Grades 4-12) are aligned with an OSPI developed classroom-based assessment for social studies. Some of these assessments also satisfy the civics assessment requirements.
- The curriculum aligns with the C-3 Framework.

Lesson and Unit Resources for preK-12th Grade

We have developed two guides to assist as you enter the *Since Time Immemorial* curriculum to begin planning lessons you'd like to integrate with your instruction.

- The *Since Time Immemorial* [At-a-Glance](#) provides an overview of the lessons and resources available from preK-12th grade. Lesson resources have been developed to integrate tribal history for any units of study for social studies and history in Washington State History, U.S. History, Contemporary World Problems and Civics as outlined by OSPI. We have also developed lesson resources for preK and pathways for our K-3 educators and students. Please integrate resources with your students at the grade levels where instruction is occurring. For example, the middle school Washington State History units align with 7th Grade. Perhaps in your district, Washington State History is being instructed at 8th Grade. We encourage you to adapt the resources to meet the instructional needs of your students.
- The *Since Time Immemorial* [Curriculum Continuum](#) provides a more detailed look at the features of the units (Grades 4-12) to help as you plan for your instruction. Content includes historical era, OSPI suggested unit, tribal sovereignty unit, suggested OSPI developed classroom-based

assessment, standards, corresponding regional learning videos, and the tribal sovereignty essential questions addressed through the unit. You will note that for most of the curriculum, you will need to integrate lessons from multiple units to ensure your students have opportunity to consider all five essential questions.

As you begin to navigate the *Since Time Immemorial* tribal sovereignty curriculum website, here are a couple of tips:

- When you click into the K-3 Pathways or Grade 4-12 Units, lesson resources and lesson plans are found in the “**Download Curriculum**” on the right. To find the resources, just click!
- Below the “Download Curriculum” is the “**Corresponding Videos.**” At the time the *Since Time Immemorial* curriculum was being developed, the University of Montana had just completed a *Regional Learning Project*. The *Regional Learning Project* is a series of videos, lesson plans and resources as tribal Elders and leaders whose lands and waters are along the Lewis and Clark trail share their history and teachings. The videos are developed in 2-4 minute chapters. The chapters that correspond with the a specific *Since Time Immemorial* unit have been identified. *The videos are an amazing part of the curriculum.* Please consider how you might integrate the videos as part of your instruction. Note: The videos correspond with specific units, however as you will see, the lesson plans and resources may not be aligned with your grade level and you would need to modify written materials.

Additional Instructional Resources

Here are a few other resources we wanted to highlight as you continue to navigate the *Since Time Immemorial* curriculum website:

- [Additional curriculums](#) developed by the OSPI Office of Native Education
- [Other curriculums](#) that our curriculum writers have collaborated with or that have been adapted for *Since Time Immemorial* curriculum lessons and units.
- All of the *Since Time Immemorial* curriculum [videos](#)
- Timelines and terminology resources – [Implementation](#): scroll down the page
- [Governor’s Office of Indian Affairs](#)

Planning for Instruction

Now that you’ve been introduced to the history of the *Since Time Immemorial* project, have an understanding of the importance of tribal consultation, and have had an opportunity to navigate the curriculum website, it’s time to begin planning for your instruction!

Preparing for Planning

- ✓ Many Tribes are developing tribally-specific curriculum resources. For example, the Spokane Tribe has developed the [Spokane Tribal Lifeways Curriculum](#). Connect with your district curriculum director, district social studies lead, or Title VI Native American Education leader to

learn about relationships and resources that your district has developed with Tribes to support the *Since Time Immemorial* curriculum project.

- ✓ Your district may have lesson planning templates that incorporate district-led teaching and learning initiatives. Please use your district's planning template as you develop your *Since Time Immemorial* lesson plan.

If your district or school does not have a planning template, we've included a sample for you to use. Please modify to serve your instructional needs.

Lesson Planning Checklist

- ✓ What Tribe(s) is closest to your school?
- ✓ Identify and review the instructional resources of a tribal sovereignty curriculum lesson or unit to integrate with your existing instruction. What existing lesson or unit will you be integrating the *Since Time Immemorial* curriculum with? What Level 1, 2, or 3 will you be instructing?
Notes:
 - There are Boldt decision lessons for each grade band.
 - The K-3 lessons are developed by grade bands. You and your colleagues will need to decide who is teaching what content by grade level.
 - The Living in Celilo Falls unit is a storypath curriculum and developed in a series of episodes. [A Thousand Celilos](#) are lessons Shana Brown has also developed as part of the [Honoring Tribal Legacies](#) project.
- ✓ What standards does your lesson emphasize?
- ✓ What aspects of local tribal history, sovereignty, and governance will you incorporate with your lesson?
- ✓ What instructional strategies, including culturally responsive approaches, will you incorporate with your lesson to ensure that each student is engaged in a meaningful way?
- ✓ As review or to scaffold student learning, what lesson resources from earlier grade bands, including Early Learning, will you integrate with your lesson?
- ✓ How will you assess student understanding and growth? What are the success indicators you have identified?

***Since Time Immemorial* Professional Learning Post- Self-Assessment**

Review the BINGO activity you completed at the beginning of this guide. Take a moment to re-assess your knowledge of tribal history, sovereignty, and government. Remember:

+ Indicates that you are confident in your understanding and can teach others

? Indicates that you think you have an understanding, but want to learn more

😊 Indicates that this is new learning for you

Did you experience any growth? What areas of tribal history, sovereignty, and government are you interested in learning more about? What other wonderings do you have?



Vision Statement

Indian education dates back to a time when all children were identified as gifted and talented. Each child had a skill and ability that would contribute to the health and vitality of the community. Everyone in the community helped to identify and cultivate these skills and abilities. The elders were entrusted to oversee this sacred act of knowledge being shared. That **still** is our vision for Indian education today.

From Where the Sun Rises (2008)

THANK YOU FOR YOUR GOOD WORK WITH EACH AND EVERY STUDENT EACH AND EVERY DAY!!