Indian Education Division

October 6, 2017

New Mexico Indian Education Curriculum Initiative
National Indian Education Association

Orlando, Florida
Session Agenda

• Setting the Context for Indian Education in New Mexico
• Overview of American Indian Student Landscape in NM
• Mission and Vision of Indian Education Division (IED)
• Legislation that Supports Curriculum Development
• Overview of the New Mexico Indian Education Curriculum Development Process
Setting the Context for Indian Education

- New Mexico ranks as the 4<sup>th</sup> largest state population of American Indians

- American Indian (AI) students comprise approximately 10% of the public school student population (~35,000 students)
  - 23 Native-serving districts out of 89 school districts
  - 6 Native-serving charter schools

- ~5,000 American Indian students attend Bureau of Indian Education (BIE) federally-funded public schools
Overview of American Indian student landscape in New Mexico

- 23 Tribes and Pueblos
- 23 Native-serving School Districts
- 6 Charter Schools Serving American Indian Students on and off Tribal land
## Current NM Indian Education Service Regions

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<thead>
<tr>
<th>REGION I</th>
<th>REGION II</th>
<th>REGION III</th>
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<tbody>
<tr>
<td><strong>School District</strong></td>
<td><strong>Pueblo/Tribe/Nation</strong></td>
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<td>Bloomfield</td>
<td>Navajo Nation</td>
<td>Zuni</td>
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<td>Farmington Central</td>
<td>Urban</td>
<td>Navajo Nation</td>
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<td>Cuba</td>
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<td>Grants-Cibola</td>
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Mission and Vision of the Indian Education Division

- **Mission**
  - To increase American Indian student academic and cultural achievement through culturally-relevant pedagogy, native language, and collaborative partnerships.

- **Vision**
  - All American Indian students will become proficient in academic, cultural, and leadership standards to become productive and contributing members of their Pueblo/Tribe/Nation and State.
Indian Education Act (NMSA 1976, Section 22)

1) ensure equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for American Indian students enrolled in public schools;
2) ensure maintenance of native languages;
3) provide for the study, development and implementation of educational systems that positively affect the educational success of American Indian students;
4) ensure that the department of education partners with tribes to increase tribal involvement and control over schools and the education of students located in tribal communities;
5) encourage cooperation among the educational leadership of Arizona, Utah, New Mexico and the Navajo Nation to address the unique issues of educating students in Navajo communities that arise due to the location of the Navajo Nation in those states;
6) provide the means for a formal government-to-government relationship between the state and New Mexico tribes and the development of relationships with the education division of the bureau of Indian affairs and other entities that serve American Indian students;
7) provide the means for a relationship between the state and urban American Indian community members to participate in initiatives and educational decisions related to American Indian students residing in urban areas;
8) ensure that parents; tribal departments of education; community-based organizations; the department of education; universities; and tribal, state and local policymakers work together to find ways to improve educational opportunities for American Indian students;
9) ensure that tribes are notified of all curricula development for their approval and support;
10) encourage an agreement regarding the alignment of the bureau of Indian affairs and state assessment programs so that comparable information is provided to parents and tribes; and
11) encourage and foster parental involvement in the education of Indian students.
22-23A-5. Indian Education Division; created; assistant secretary; duties

Section E

(2) Provide assistance to school districts and New Mexico tribes in the planning, development, implementation and evaluation of curricula in native languages, culture and history designed for tribal and nontribal students as approved by New Mexico tribes;

(4) Provide assistance to school districts, public post-secondary schools and New Mexico tribes to develop curricula and instructional materials in Native languages, culture and history in conjunction and by contract with Native language practitioners and tribal elders, unless the use of written language is expressly prohibited by the tribe;

(12) Develop curricula to provide instruction in Tribal history and government and develop plans to implement these subjects into history and government courses in school districts throughout the state.
New Mexico Indian Education Curriculum Initiative (IECI) Lead Team

- Dr. Christine Sims – Pueblo of Acoma
- Dr. Natalie Martinez – Pueblo of Laguna
- Dr. Glenabah Martinez – Pueblo of Taos/Dine
- Maggie Benally – Dine
- Marsha Hubbell-Espinosa – Dine
- Lynne Roanhorse – Jicarilla Apache
- Rosalinda Beaza – Mescalero Apache
- Berdine Largo – Mescalero Apache
New Mexico Indian Education Curriculum Initiative (IECI) Lead Team

Early Discussion Topics

- Curriculum Project Phase 1 from Prior Years
- Curriculum Phase 2 – Current Project Goals
- Curriculum Development Process
- Curriculum Framework
New Mexico Indian Education Curriculum Initiative

Project Goals

- Incorporate Native history and culture connections within the NM social studies standards
- *Become a “curriculum clearinghouse”* of existing resources for NM educators
- Develop new curricula and resources to support the teaching and learning of Native American history and culture in New Mexico schools
## Curriculum Initiative Process

### Steps Completed

- **Introduction of Initiative at Government to Government Meeting (November 15, 2016)**

- **Social Studies- Summit 1 (March 1, 2017)**
  - Social studies standards review for New Mexico history, US history, civics and government, economics, geography, and world history

- **Social Studies- Summit 2 (June 1, 2017)**
  - Completion of standards review for US history, geography and world history

- **Review of Existing Native History Curricula - Session 1 (June 20-21, 2017)**
  - Indian Pueblo Cultural Center 100 Years of State and Federal Policy
  - Indian Education Division draft lesson plans from 2007

- **Review of Existing Native History Curricula - Session 2 (July 13-14, 2017)**
  - State of Montana’s Native History Curriculum
  - State of Washington’s Native History Curriculum
  - Department of Dine Education/Navajo Nation Curriculum
  - Public Broadcasting Service (PBS) Native History Curriculum

- **Curriculum Writing Planning Meeting with Lead Team (August 17-18, 2017)**

- **Tribal Consultation (September 5, 2017)**
Indian Education Curriculum Initiative SUMMIT 1

Goals
- Review the current 9-12 social studies strands
  - NM, US, Economics, Civics & Government, World
  - Gather input on Native history connections (people, places, events, etc.) that can be taught within the current standards

Participants
- Tribal Leaders (or designees)
- Tribal Historians
- School Educators (teachers, administrators, district staff)
- Representatives from:
  - The National Park Service
  - Indian Pueblo Cultural Center
  - The New Mexico Council for the Social Studies
  - Museum of Indian Arts and Culture
# Social Studies Standards
## Grade 9-12

**STRAND: History**

Content Standard 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:

### 9-12 Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:

<table>
<thead>
<tr>
<th>Performance Standards</th>
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<tbody>
<tr>
<td>1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures;</td>
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<tr>
<td>2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include:</td>
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<td>a. land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels;</td>
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<td>b. role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations;</td>
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<td>c. urban development;</td>
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<td>d. role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects);</td>
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<td>e. unique role of New Mexico in the 21st century as a “minority majority” state;</td>
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<td>3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march);</td>
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<td>4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories), and</td>
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<tr>
<td>5. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical knowledge, describe ways historians study the past, explain connections made between the past and the present and their impact.</td>
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### 9-12 Benchmark 1-B. United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:

<table>
<thead>
<tr>
<th>Performance Standards</th>
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<tbody>
<tr>
<td>1. Analyze the impact and changes that reconstruction had on the historical, political and social development of the United States;</td>
</tr>
<tr>
<td>2. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including:</td>
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<tr>
<td>a. innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture;</td>
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### Example of Native History Connections from Summit Feedback

<table>
<thead>
<tr>
<th>Performance Standard</th>
<th>Input From the Summit Participants</th>
<th>Curricular Response</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Economics IV:4-A</strong>&lt;br&gt;2. Understand the relationship between socioeconomic stratification and cultural values</td>
<td>In the old days it was about survival not money; Biggest economy is the arts which is a huge moneymaker for NM</td>
<td>Could create a lesson plan centered on a historical investigation of pottery, for example, and how it became commodified.</td>
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<tr>
<td>IV: 4-C&lt;br&gt;3. Analyze the effects of WWII, the Cold War…</td>
<td>Los Alamos and Manhattan Project</td>
<td>Could create a unit or lesson plan on the effects of the establishment of Los Alamos as the site of the Manhattan Project on the Pueblo Nations of San Ildefonso, Santa Clara, and San Juan in terms of immediate effects e.g., jobs and long-term effects e.g., land, the environment, water, etc.</td>
<td>Could be cross-listed with Geography, U.S. History, N.M. History, and, possibly, World History.</td>
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Indian Education Curriculum Initiative CURRICULUM REVIEW

- Conducted an “all call” of Native history curricula
  - **Session 1:**
    - Indian Pueblo Cultural Center’s 100 Years of State and Federal Indian Policy
    - Indian Education Division Curriculum Developed within Phase 1
  - **Session 2:**
    - State curricula (Montana, Washington, Minnesota)
    - Public Broadcast System (PBS)
Curriculum Review

- Separated participants into small groups consisting of:
  - Curriculum lead team member
  - Tribal representative
  - Classroom teacher

- Process
  - Conducted individual lesson review using a template
  - Conducted small group lesson review and synthesized group feedback
  - Conducted a gallery walk for small groups to provide input into each other’s work and to identify gaps

- What were we looking for:
  - inaccuracies
  - omissions
  - lesson plan cycle
  - alignment with standards
  - Tribal affiliation
## Standards-Lesson Alignment Process

<table>
<thead>
<tr>
<th>Lesson Source</th>
<th>Lesson Title</th>
<th>Aligned Standard(s)</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>IED Curriculum</td>
<td>Mining &amp; Tenure</td>
<td>Primary 1-A.2.a Supporting 1-D.1 1-D.5 CCSS content area literacy 2-B.2 &amp; 3 2-C.2 2-D.2 &amp; 3 3-A.7</td>
<td>The focus is on tenure and mining on tribal land and the conflict that results from land and resource use that is not in alignment with tribal sovereignty. These standards are skill based and can frame the lessons to require the use of historical analysis on social, political, geographic, and economic issues. Emphasizes environmental impacts and how they cause changes in geographic connections and characteristics, including how dominant culture and tribal members view place differently. Water as an ecosystem and a scarce resource with impacts of uranium mining on Dine people. The Dine Natural Resource Protection Act is a good resource.</td>
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<tr>
<td>Dine</td>
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**What tribal affiliation or urban experience does this lesson represent?**

Dine

**Lesson Suggestions:**
This lesson can be unpacked to create a series of connected lessons
Indian Education Curriculum Initiative
Curriculum Writing Planning Meeting

Goal
• Finalize the curriculum writing process

Process
• Reviewed a Native history unit created by the Curriculum Manager
  • Social studies strand: Government
  • Consisted of a two lesson plans on uranium mining on the Navajo Nation and Laguna Pueblo

Decisions
• Develop 3-5 units for each social studies strand
• Recruit a curriculum leader for each social studies strand to lead the lesson plan writing for that strand
• Recruit 3 lesson plan writers (Navajo focus; Pueblo focus; Apache focus) for each social studies strand
Curriculum Initiative Process

Next Steps

• Finalize the draft 9-12 Social Studies Standards Accompanying Document (Native History Curricular Responses from Summits 1 & 2)

• Develop website and upload currently existing curricula related to Native history and aligned to current social studies standards

• Begin new curricula development process
  • Identify a lead curriculum developer for each social studies strand
  • Identify a cohort of teachers to write new lesson plans and units
  • Align new lessons/units with state standards

• Incorporate Native history components into the End of Course assessments and blueprints

• Develop professional development modules for social studies teachers and English language arts teachers
  • Plan for summer 2018 teacher social studies summit
  • Plan for 2017-18 year round professional development

• Begin process for grades K-4 and 5-8 social studies curriculum development
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