

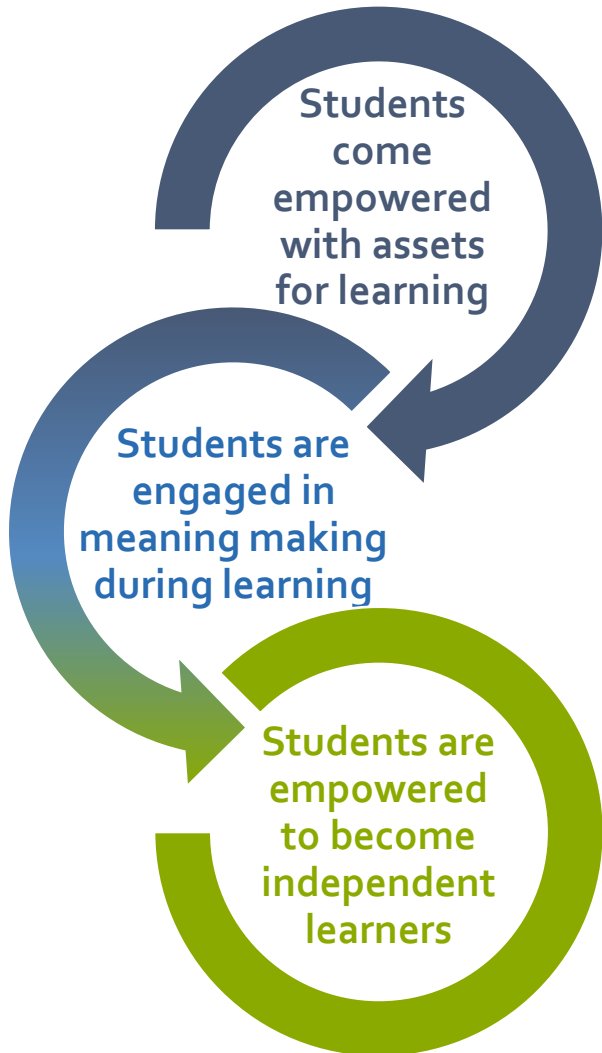


Proposal for Washington State Since Time Immemorial Curriculum Developer

submitted by Altera



Altera is a non-profit dedicated to out of school time learning. We work *with* schools, not in schools, to foster the amazing in every student. Student centered design builds meaning through successful learning processes.



Every student brings assets with them to the learning environment. Structure and authority come from family and community through language, culture, experience, & interests.

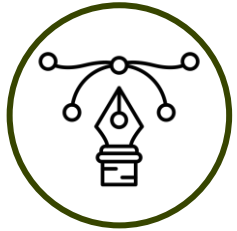
Rather than just absorbing content, students co-create meaning in their learning when they build on rigorous content, personal experience, background knowledge, and expand their views.

Students become independent learners as they are empowered to contribute to learning outcomes, explore multiple perspectives and communicate understanding in authentic ways.

Additional Personnel



- **Specific Native American Tribal Members:** In order to include **authentic voices** in each lesson, specific Tribal artists, scientists, cultural experts, historians and/or community members will be engaged and compensated for short narratives that will supplement curriculum. These may include video or audio narratives. A Tribal member will be engaged to co-present in trainings or conference presentations.



- **Graphic Designer:** Assist with visual instructions for teachers. Produce visual content for preschool and early elementary students that is Tribal specific. **Visual sovereignty in curriculum design is a priority to Altera** so hiring preference will be for a person within specific Native American Tribes, from within the Native American community in the Pacific Northwest or from the Pacific Northwest with training in culturally responsive design.



- **Media Specialist:** Consult on **FERPA safe methods of storage of arts infused artifacts of student learning** for evaluation. These may include pictures of visual images, digital storytelling podcasts, videos or dance. The Media Specialist will be contracted from a partner school.

Aligned with Washington State Standards across content areas as presented by STI.

- Social Studies
- English Language Arts
- Environment and Sustainability Education
- Social and Emotional Learning

Altera will provide quickly understood visual “crosswalks” highlighting **key standards** in each lesson.

Review of Learning Standards

Common Core State Standards Anchor Standard for College and Career Readiness ELA K-12	All the Colors of the Earth	My Colors My World	Rocks and Minerals	Bugs Bugs Bugs	The Brilliant Deep	I Love Our Earth (Take Home Text)
<i>Note: Three target standards are highlighted for each lesson.</i>						
Reading: Key Ideas and Details						
CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	X	X	X	
CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	X	X			X	X
CCSS.ELA-LITERACY.CCRA.R.3						

Crosswalks will follow **themed units** as determined by collaboration with Tribal thought leaders.

(From OSPI STI Web Site© The *Since Time Immemorial* tribal sovereignty curriculum uses three approaches:

- **An inquiry based approach with five 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?
- **A place-based approach.** Our approach encourages teachers and students to address the **essential questions in the context of tribes** in their own communities.
- **An integrated approach.** Teachers choose how much time to spend on tribal sovereignty content to complete their units throughout the year. **The integrated approach provides three levels of curriculum for each of the OSPI-recommended social studies units, each level building on the last.** Tribal sovereignty lessons are aligned to the Common Core State Standards for English/Language Arts. Where appropriate, units build toward successful completion of Content Based Assessments (CBA).

5 Essential Questions – more than content

- Inform project objectives
- Inform learning outcomes
- Drive learning content
- Drive learning processes for transforming students as independent learners.

Review of Existing Curriculum

Co-creation of Project Objectives that meet the needs of school districts and the specific Native American Tribes.

Curriculum Proposal Guidelines Include...

- Use of Tribal educational resources
- STI Integration across grades & content areas
- Washington State Standards Alignment
- Culturally Relevant Implementation
- **Outcomes that reflect the values of specific Native American Tribes**

Creation of
Project Objectives with
Cultural and
Curricular Alignment

- Alignment with Washington State Standards
- Attention to **decolonized assessment** practices that highlight Native American values and ways of knowing serve Tribal members within the schools as well as all culturally linguistically diverse students.

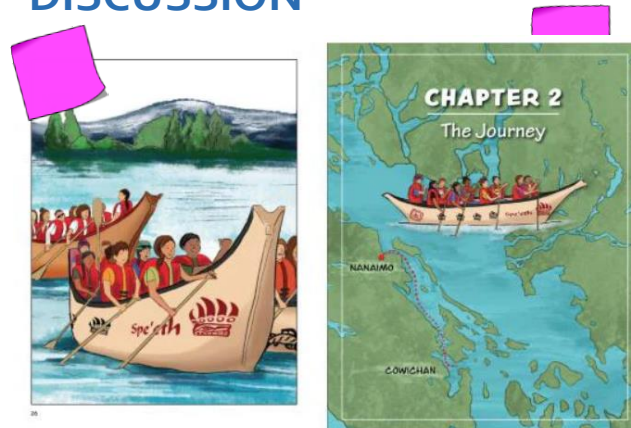
COLLABORATIVE ART



DIGITAL STORYTELLING



DISCUSSION



Development of Evaluation

“Telling stories is fundamental to being Indigenous peoples. Stories are a method and means for understanding the consequences of lived experience. **Indigenous evaluation is about telling stories.**” – LaFrance and Nichols, 2012

In “Clearing Magazine” – Summer 2022

Prioritizing Oral Based Knowledge Systems

- Centering Student Discourse as the primary learning method
- Augmenting learning with video of specific tribal arts infused expression featuring Native voices through visual arts, dance, music, film, storymaps, sound maps etc.
- Including specific oral narrative statements from tribal members in all lesson delivery rather than only written content.
- Featuring de-colonized assessment practices that evaluate learning through student artifacts such as podcasts, video, animated stories, visual arts expression, dance or storyboards.
- Training teachers in how to evaluate learning through student produced artifacts rather than only written evaluation.
- Using teacher evaluation of student artifacts to drive design of lessons.

- Engaging all students in **rigorous content** for personal, social and academic growth.



Affirming **collectivist cultural practices** that encourage students to collaborate across grade levels, abilities, language fluency, gender, and culture.

- Grounding learning in **place-based content** which allows students to share their lived experience, values, culture, and language as funds of knowledge that enrich learning.



Designing inquiry-based learning processes that **center students in knowledge building** and allow them to take ownership of information exchange.

- Valuing multiple perspectives during deep and sustained inquiry through **themed content** presented in multiple ways over time.



Ensuring that students have ways to contribute their own **diverse perspectives** to learning spaces.

- Prioritizing knowing students outside the learning context by **connecting instruction** to home, neighborhood, community and culture for positive impact.



Recognizing that important **cultural references** should appear in all aspects of curriculum design including use of primary sources.



Building curriculum that is accessible to all students & attends to diverse student needs through **visual, sound and sensory experience**.



Presenting opportunities to elevate student voices in meaningful ways that reflect learning while allowing students to contribute to learning outcomes.

BEEHIVE LEARNING



Busy, noisy, productive!

Using instructional conversations

Assists with 5 Key STI questions

Activates student learning

Provides evaluation opportunities

Culturally Relevant Tribe-Centric

- Tribal Educational Resources
- Primary Sources Presented with a Tribal Perspective
- Focus on Tribal Lands
- Valuing specific Native Ways of Knowing
- Tribal Chosen Themes
- Highlighting Authentic Voices

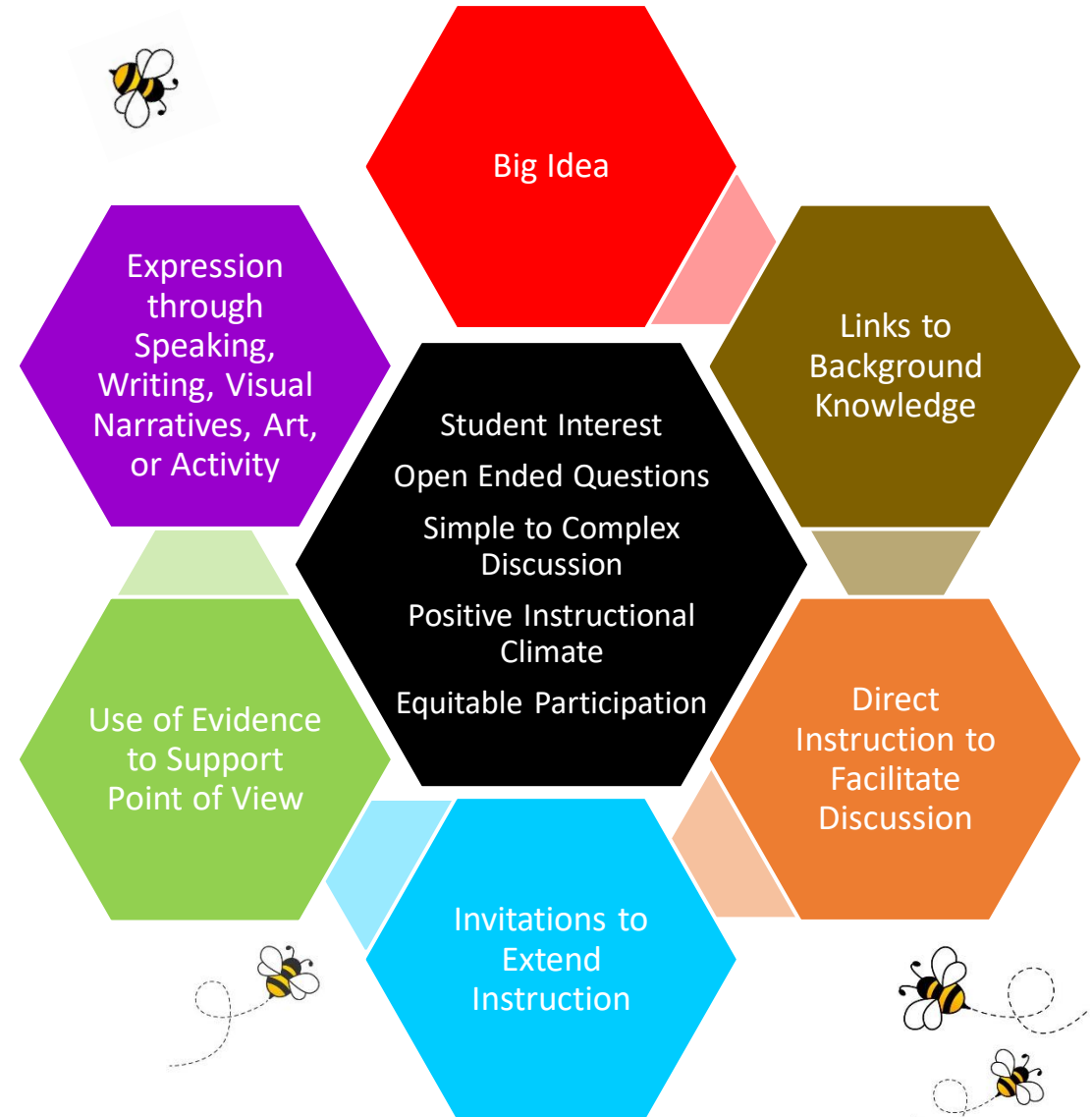
Learning through Instructional Conversation

- Researchers have found that students' **comprehension, engagement, and test scores improve** when they get to discuss what they're learning.
- McElhone (2013) found student talk **enhanced learning and increased student achievement in text comprehension** when students received varied and open-ended questions.
- Gillies (2014) found that verbal interactions through open-ended questions **promoted both critical thinking and problem solving**.
- **Discussions facilitate moving students away from strictly absorbing the material and into becoming meaning makers (Wilhelm, 2014).**
- Classrooms that embrace student talk have shown **increases in achievement happen across all backgrounds and abilities** (Michaels, et al., 2007, Michaels, et al., 2010).
- Student talk **supports social learning** as it helps students to create new language to use in a social setting.
- Students who engage in conversation make connections between old and new information to **expand their existing views**.



Creating the Beehive Buzz

Elements of Instructional Conversation



Supporting Instructional Conversations that Deepen Student Learning through Discourse

- Big Idea
- Links to Background Knowledge
- Direct Instruction
- Read Aloud
or Read Along Video
- Discussion
- Using Evidence
- Multiple Means of Expression

	Checklist	Time Needed
Materials Needed	Unbound the Life and Art of Judith Scott	
Before you start...	<p>2 and a crayon</p> <p>Count of 1, 2 and pair up partners of students.</p> <p>Voices off during instructions! Please listen <u>up everyone!!</u></p> <p>Each partnered pair gets a piece of paper and a crayon. They will have 3 minutes to work together to come up with a picture. Both partners' hands must stay on the crayon the whole time. They are not allowed to talk BEFORE the activity or DURING the activity.</p> <p>(Choose some music that is 3 minutes long to play to help liven up the atmosphere.)</p> <p>Afterwards ask students who was the leader? Who was the follower? How did they communicate? Do you think it would be easier if you knew the person you were working with? There are lots of ways to communicate without talking!</p>	10 min
Reading the Book	<p>Today we will be learning about an artist with a unique talent. Take a look at the book cover. From the cover - what can you tell about the artist? Here is what you can't tell from the cover.</p> <p>Judith Scott was born with Down syndrome. She was deaf, and never learned to speak. She was also a talented artist. Judith was institutionalized until her sister, Joyce, reunited with her and enrolled her in an art class. Judith went on to become a famous artist with her work displayed in museums and galleries around the world.</p> <p>Note: I changed my mind originally saying the book was too text dense for a read aloud. True but it CAN be broken up over a couple of days.</p> <p>Read the sections entitled ENTWINED and THE COLORS OF GONE.</p>	10 min
Discussion	<p>How does the illustrator use colors to tell us when the characters are happy or sad? <u>Are there other things in the picture that help tell the story?</u></p>	10 min
Extras	If you have time, take students on a walk to pick up twigs they can use in their craft tomorrow! (SO EXCITED FOR THIS!)	(optional)

Teacher Training

School relationships will begin at the administrative level with Superintendents, then Principals and Directors of Teaching and Learning. These key leaders will choose early adopters to pilot lesson materials, provide feedback and evaluation and drive development over time.

Types of Training

- Virtual live training prior to implementation of the first lesson series.
- Recorded training on key concepts for teachers to revisit or to get substitutes and new hires “up to speed”.
- Instructions that include QR codes with links to resources and supplemental content.
- Quick Start visual guides for individuals who need a one-page guide for implementing lessons.
- Asynchronous monthly updates on changes made and upcoming lessons.
- Online stored access to training that is archived for use.

Training Content

- The “Why”
 - Key background information
 - State standards crosswalks
 - Snoqualmie curriculum objectives
- The “Who”
 - Direct connections with Snoqualmie educators
 - Community building experiences
- The “How To”
 - Introduction to materials
 - Beehive approach
 - Evaluation materials
 - Teacher reflection pieces