

Eighth-grade history curriculum is being piloted in Willamina

We are happy to announce the release of the eighth-grade Grand Ronde Tribal History Curriculum pilot project.

Starting Aug. 31, four teachers from Willamina Middle School will be participating and piloting lesson plans from the curriculum to all seventh- and eighth-grade students. This project will run all school year and teach our youth about the history of the Grand Ronde Tribe, while also meeting common core standards.

The lessons in the curriculum are spread across multiple subject areas, including social studies, science, art, math and language arts. Once the pilot project is complete, we will make any changes and adjustments that are needed and disseminate it to all public schools in Oregon.

The curriculum follows the same general outline as the fourth-grade Grand Ronde Tribal History curriculum that was disseminated to all public schools this last school year. It is currently being taught in Willamina, Sheridan, McMinnville, Salem-Keizer, Dallas, Beaverton, Springfield, Eugene and Marcola.

For years our students have been taught inaccurate and inadequate information about Native Americans. Oregon students often receive information on Tribes in the central or eastern regions of the United States, while not being provided information or awareness about their local Tribe(s).

Native American curriculum also was presented in a way that made it seem as if Indians were a thing of the past. In 2011, the K-12 Oregon Social Sciences Academic Content Standards were established for students to learn about Oregon Tribes. In turn, teachers must meet these standards by incorporating curriculum into the classroom about Oregon Tribes. In addition, the governor in 2013 signed Senate Bill 739, which directs the Department of Education to consult with specified entities, including Oregon Tribes, when developing academic content standards and preparing material to support teacher training and classroom instruction for Oregon studies specific to Oregon Tribes.

Both of these recent changes prompt a need for action on the part of the Tribes and also give Tribes the opportunity to provide teachers and students with historically accurate and culturally appropriate curriculum.

Each lesson is designed to meet the Oregon Common Core State Standards and has been developed to meet multiple learning styles so that each student has the ability to fully grasp the concepts.

The curriculum includes 16 lessons that range from topics such as sovereignty and the removal of Tribes to clothing and basketry. There is a balance between the number of historical lessons and the number of cultural lessons, which allows students to get a well-rounded understanding of the Confederated Tribes of Grand Ronde and Native Americans in the Pacific Northwest.

There is also an ample amount of additional resources if educators wish to go deeper. Each lesson includes suggestions for differentiation as well as early finisher activities for students who are more advanced in some areas.

Along with this curriculum, we have started to offer professional development trainings to all Oregon school districts. These trainings are aimed toward providing educators with the basics that they need to teach Native American curriculum accurately and appropriately. The trainings will be full-day sessions where we either pay a visit to the district or invite them out to the Confederated Tribes of Grand Ronde campus.

Currently our main focus for these trainings is to assist educators in using culturally responsive teaching pedagogy and being culturally appropriate in the classroom. Having this foundation to work off of, educators will be able to better connect with their students.

After the eighth-grade curriculum is complete we will begin creating and developing curriculum for 10th grade and eventually college-level material. We hope to also develop curriculum for younger grades, such as kindergarten through fifth grade.

2015 Youth Education Department Highlights

The Youth Education program serves Grand Ronde Tribal members, members of other Native Tribes and Grand Ronde descendant youth attending grades K-12 with academic, cultural, recreational and personal enrichment services.

Our mission is to provide a safe, healthy learning environment that values, equips and supports young people and meets the diverse educational needs.

Youth Education provides educational enrichment activities that will broaden their experiences that will shape and mold their future decisions. Our staff members are committed and have a passion for our Native youth to support through tutoring and mentoring for their academic success, leadership, cultural and other enrichment experiences.

The Youth Education program currently serves 224 Tribal, Native and descendant youth in the Willamina and Sheridan school districts. Our programs also serve out-of-area youth with our Youth Sponsorship, Native Youth Leadership Program, Summer Credit Recovery support, Summer



Tim Barry

Youth Employment Program, and Honor and Recognition Awards.

Youth Education serves youth with five days per week, year-round programming that includes in-school tutorial services, IEP advocacy, afterschool programs, youth leadership, cultural enrichment opportunities, employment preparation and many evening and weekend opportunities.

Highlights from Youth Education K-12

K-2 Immersion and K5 Afterschool & Summer Programs

- Expansion of K-5 program from 40 to 60 youth and increased two full-time staff;
- Immersion program growth for 2014-15 to 25 youth enrolled in Immersion Literacy Nights;
- 4th/5th grade Overnight Camping Trip;
- Academic field trips;
- Cultural presentations and field trips;
- Recreation field trips;
- Swimming lessons: lifelong skill provided to all K-5 students in summer program;
- Providing K-5 transportation this fall to Tribal member students at Falconer-Chapman Elementary School in Sheridan.

Middle School & High School Programs

- Tracking system researched and implemented: Goal Seeker for 2015-16 school year
- Pathways to Success program developed and targeted to reach high school students and families to prepare youth for college, trade school or the workforce;
- Geology Educational Camp;
- Middle School Boys and Girls Prevention Night Out Camps;
- High School Boys and Girls Prevention Night Out Camps;
- Culture Camp with collaboration with the Culture Department;
- College Culinary Camp;
- College Visits: University of Oregon, Willamette University and Western Oregon University;
- Mountain Bike Enrichment Camp;
- Spring Break Camp;
- Native Youth Leadership Camp;
- Expansion of School Supply Giveaway from \$20 to \$100;
- Student Youth Employment Program - Added four professional development sessions: 1) Culture presentation; 2) Finances; 3) How to get a job/keep a job; 4) College and Careers;
- Collaboration and development process of Student Youth Council;
- Collaboration with the Prevention team to provide Family Tutor Nights;
- Recreation Department: Provided two nights a week of evening recreation activities;
- Culture projects, arts and crafts, healthy family meal nights, game nights, sports, etc.;
- Recreation Department: Provided weekly health and fitness activities for the Immersion program, K-5 program and 6-12 program; Native Club offered weekly at Willamina School: Attendance average was 15 to 25 youth a day at afterschool program. Attendance increased for summer programs: average 10 to 30 youth per day on most camps and programs.

Youth Education (Grades K-12) staff

Tim Barry, Youth Education Manager
 Amber Yates, Administrative Assistant
 Matt Bucknell, Elementary Education Lead
 Matt Zimbrick, Middle School Education Lead
 Chris Bailey, High School Education Lead
 Tiffany Mercier, 6-12 Tutor Assistant
 Kyla Evenson, Elementary Education K-2 Lead Tutor/Adviser
 George Neujahr, Elementary Education Tutor/Advisor
 Devon Mercier, Elementary Education 3-5 Lead Tutor/Adviser
 Brandon Bruckner, Elementary Education Tutor/Adviser
 Kimberly Roybal, College Intern
 Dominique Olson, College Intern
 Kayleen Barry, High School Intern

Language Program

Each year, the place- and culture-based curriculum that the Chinuk Language Program utilizes provides many opportunities for unique and exciting learning experiences for the students and families involved.

For example, when learning about salmon or beaver, oftentimes the teachers will take the students to a site to see the animals in action, such as to the salmon weir or a local beaver dam.

Each week, the students work with adults to learn drumming, dancing and singing, which allows them to confidently participate in cultural events. They learn proper etiquette for gatherings, such as powwows, longhouse events, Canoe Family gatherings, etc.

Families are encouraged to participate and learn as much of the culture and language to help support their children in this experience. Many opportunities, such as an annual retreat, literacy nights and home language tools, are made available to assist them in the learning process. Some parents also may choose to take adult level classes that are offered through the Tribal Culture Department.