



Ethnic Studies: American Indian/Native Studies

PEIMS Code: N1130030

Abbreviation: ESAINS

Grade Level(s): 10-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

In Ethnic Studies: American Indian/Native Studies, an elective course, students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives and should be presented in a manner in which each Native Nation studied is given the same independence and sovereignty as a foreign nation. This course is a survey course of Nations in what is now known as the United States and Texas that develops an understanding of the roots of American Indian/Native cultures, especially as it pertains to social, economic, and political interactions within the broader context of North American history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides students of the 21st century with a broader context within which to address the many triumphs and challenges of American Indian/Native communities in the United States today.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in *grades 10-12*. Recommended prerequisites: *None*. Students shall be awarded *one credit* for successful completion of this course.
- (b) Introduction.
 - (1) In Ethnic Studies: American Indian/Native Studies, an elective course, students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives and should be presented in a manner in which each Native Nation studied is given the same independence and sovereignty as a foreign nation. This course is a survey course of Nations in what is now known as the United States and Texas that develops an understanding of the roots of American Indian/Native cultures, especially as it pertains to social, economic, and political interactions within the broader context of North American

- history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides citizens of the 21st century with a broader context within which to address the many triumphs and challenges of American Indian/Native communities in the United States today.
- (2) Sources should reflect American Indian/Native voices and should be from an American Indian/Native recommended materials list. The use of a variety of rich primary and secondary sources in materials such as oral histories, speakers, biographies, autobiographies, landmark cases of the U.S. Supreme Court and other courts, novels, speeches, letters, diaries, poetry, songs, film, and the arts are encouraged. Resources are available from American Indian/Native American/Tribal museums and cultural centers, Nation/Tribal websites, historical sites, presidential libraries, local and state preservation societies, and American Indian/Native authors.
- (c) Knowledge and skills.
- (1) Culture. The student understands that there are many distinct American Indian/Native cultures and experiences. The student is expected to:
- (A) use primary sources to identify cultural differences among American Indian/Native Nations in different ecoregions including languages, clothing, housing, gender roles, elder roles, foodways, and daily cultural practices;
 - (B) identify the ways Tribal Nations and other American Indian/Native peoples in different regions self-identify and compare these with the names that were assigned to them by others; and
 - (C) describe the diversity of cultural preservation and revitalization efforts in different regions that have supported the longevity of American Indian/Native cultural knowledges and languages over time.
- (2) Culture. The student recognizes that American Indian/Native cultures are dynamic with various exchanges among and between American Indian/Native and non- Native cultures. The student is expected to:
- (A) describe the ways that trade, bartering, and contact between American Indian/Native peoples contributed to multilingualism, cooperation and conflict, and knowledge sharing across diverse American Indian/Native cultures over time;
 - (B) describe how community gathering places and intertribal events foster the sharing of arts and cultures;
 - (C) describe the impacts of the introduction of foreign flora and fauna on land-based cultures in different regions; and
 - (D) identify cultural exchanges over time between American Indian/Native peoples and other ethnic communities due to shared histories, such as enslavement, escape, mutual aid, and the sharing of food and music.
- (3) Culture. The student understands the importance of the ways in which traditional and contemporary American Indian/Native art, music, sports, and literature serve as expressions of cultural diversity, preservation, revitalization, sovereignty, cultural interaction, and beauty. The student is expected to:
- (A) use primary sources to identify the significance of American Indian/Native storytelling and trickster stories;

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- (B) compare different genres of American Indian/Native literature and media forms, such as poetry, humor, comic books, television, film, theater, and music videos;
 - (C) analyze the influence of geography on American Indian/Native art and design elements;
 - (D) identify cultural and artistic expressions that are considered sacred and protected by ceremonial protocol and explain why they are intended for specific audiences; and
 - (E) explain the importance of sports in community building among American Indian/Native populations such as stickball, basketball, football, skateboarding, running, surfing, and martial arts.
- (4) Geography. The student understands the sacred interdependence between Earth and the American Indian/Native people who live there and the long-term impact of colonization on that relationship. The student is expected to:
- (A) use maps to investigate the migrations of American Indian/Native Nations who consider what is now known as Texas their homelands;
 - (B) explain the American Indian/Native concept of the living universe as the interdependent relationships between humankind and the natural world;
 - (C) explain how American Indian/Native creation stories, identities, and sacred ceremonies connect with the physical geography through understandings of the living universe;
 - (D) describe the reciprocal relationships between American Indian/Native Nations and the living universe in different ancestral regions including the Northeast, Southeast, Great Lakes, Northern Plains, Southern Plains, Pacific Northwest, West Coast, Hawaii, Great Basin and Colorado Plateau, Gulf Coast, Southwest, Arctic, Subarctic;
 - (E) compare and contrast American Indian/Native nations and settler-colonial concepts of land and water use and stewardship;
 - (F) identify the original American Indian/Native names and meanings of Native lands and the use, misuse, and replacement of the ancestral place names shown on maps and historical markers; and
 - (G) describe the practice of land acknowledgement statements as a way to honor ancestral Indigenous people and their local Native land histories, recall Tribal sovereignty, and recognize the continued presence of contemporary American Indian/Native peoples.
- (5) Government. The student understands the concept of governance from the worldviews of American Indian/Native peoples prior to contact with foreign nations, and how these views of governance have been both preserved and destroyed within Nations throughout history. The student is expected to:
- (A) describe American Indian/Native concepts of governance, in both what is now known as Texas and the United States, including concepts of community consensus, direct democracy, and restorative justice;
 - (B) analyze American Indian/Native Nations diplomacy agreements between nations including the Six Nation governmental agreement known as the Haudenosaunee (Iroquois) Confederacy; and
 - (C) compare the precipitating factors that led the Ancestral Puebloans, the Comanche, Haudenosaunee Confederacy, and the Powhatan Confederacy, to grow as empires.

- (6) Citizenship. The student understands the worldviews of relationality and inclusiveness within American Indian/Native Nations and Tribal Communities throughout time. The student is expected to:
- (A) describe the ways that kinship systems, including clans, bands, kivas, villages, and towns, maintain balance and sustain continuity between past, present, and future generations;
 - (B) explain the importance of each individual's spirit within American Indian/Native concepts of “all my relations,”; and
 - (C) compare egalitarian American Indian/Native concepts of “all my relations” to the Euro-Western hierarchical concepts that values humans above other life forms.
- (7) Citizenship. The student understands how foreign governments impacted the citizenship patterns and the overall community cohesion of American Indian/Native Nations, families, and individuals. The student is expected to:
- (A) identify the impacts of foreign notions of citizenship on American Indian/Native Nations including blood quantum citizenship and interference of kinship systems;
 - (B) analyze the ways in which the U.S. legal system redefined citizenship over time to impact Tribal sovereignty;
 - (C) explain how American Indian/Native Nations have challenged foreign notions of citizenship including *Cherokee Nation v. Georgia* 1831, and *Menominee Tribe v. U.S.* 1968;
 - (D) identify the non-Native concepts of state recognition, federal recognition, and non-recognition; and
 - (E) analyze the impact of government actions that affected Tribal sovereignty and imposed non-Native concepts of state recognition, federal recognition, and non-recognition.
- (8) Citizenship. The student understands dual citizenship, which can co-exist or at times conflict with each other, and how it shaped political and relational realities of contemporary American Indian/Native Nation citizenship and Tribal jurisdiction. The student is expected to:
- (A) describe how American Indian/Native Nations have multiple citizenships within Tribal Nations and the United States;
 - (B) explain the ways that dual citizenship creates both strength and vulnerability among American Indian/Native Nations through congressional laws, supreme court decisions, and presidential agendas, including the Indian Citizenship Act 1924, *City of Sherrill v Oneida Indian Nation of New York* 2005, and President Truman’s Termination agendas;
 - (C) describe the impact of voluntary participation by American Indian/Native people in colonial and U.S. militaries during the American Revolution and World War I on American Indian/Native citizenship and rights;
 - (D) describe the role of the Bureau of Indian Affairs, once known as the Office of Indian Affairs, in determining Tribal Nation citizenship and Indian Census Rolls, including the use of Certificate of Degree of Indian Blood (CDIB) and Tribal enrollment cards; and
 - (E) explain how detribalization, de-Indianization, disenfranchisement, non-enrollment, and disenrollment, from the U.S. or American Indian/Native Nation governments, relate to Tribal Nation sovereignty and Tribal Nation citizenship.

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- (9) Citizenship. The student understands the obstacles faced by contemporary American Indian/Native Nations in Texas regarding citizenship over time. The student is expected to:
- (A) describe the obstacles faced by the Carrizo-Comecrudo, Lipan Apache Tribe of Texas, Miakan-Garza Band of Coahuiltecons, Tap Pilam Coahuiltecan Nation, and the Texas Band of Yaqui Indians in achieving state or federal recognition; and
 - (B) describe how the establishment of the Commission for Indian Affairs in Texas in 1965 and its termination in 1989 impacts Tribal sovereignty.
- (10) Economics. The student understands domestic issues related to American Indian/Native peoples' labor force participation, the struggle to satisfy wants and needs given scarce resources, and the economic contributions of the American Indian/Native people. The student is expected to:
- (A) compare American Indian/Native and settler-colonial value systems of economic wealth, interdependence, success, and land;
 - (B) analyze economic assumptions about American Indian/Native people receiving financial assistance such as government checks, free college, exemptions from paying taxes, per capita payments, and casino distributions; and
 - (C) identify how economic endeavors, such as entrepreneurship, gaming, arts, tourism, and food industries, have fostered resiliency and survival of American Indian/Native cultures.
- (11) Science, Technology, and Society. The student explores how American Indian/Native worldviews, philosophies, and achievements in interdisciplinary science and technology fields have shaped history and STEM thinking. The student is expected to:
- (A) analyze how culturally based knowledge of plant medicines and treatments has influenced modern health interventions;
 - (B) describe how traditional seed keeping and growing techniques support foodways and protection of the community environment;
 - (C) analyze practices of intergenerational biodiversity management such as controlled burning, selective animal domestication, agroforestry, and the traditional respect in "nose-to-tail" practices;
 - (D) describe how traditional star knowledge, such as archaeoastronomy, navigation, agriculture, calendars, and the concept of time, influences American Indian/Native lifeways;
 - (E) describe the impact of American Indian/Natives inventions of critical technologies including syringes, kayaks, snow goggles, hammocks, and rubber;
 - (F) describe the impact of American Indian/Native engineering, infrastructure, and architecture in canals and aqueduct planning, cable suspension bridge design, water filters, buildings, and metal works;
 - (G) use primary sources to describe American Indian/Native communication systems, including Plains sign language, wampum, Texas petroglyphs, wiigwaassabakoon (Birchbark scrolls), totem poles; and
 - (H) identify the field of Indigenous Sciences and explain how evidence of interconnections in the natural world is collected through interdisciplinary observation practices.

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- (12) Science, Technology, and Society. The student identifies American Indian/Native organizations and individuals who have contributed to science and technology developments. The student is expected to:
- (A) describe the scientific and technological contributions of individuals such as John Herrington, Jennifer McLoud-Mann, Thomas David Petite, and Susan La Flesche Picotte; and
 - (B) describe the scientific and technological contributions of AISES (American Indian Science and Engineering Society) and SACNAS (Society for the Advancement of Chicana and Native Americans in Science).
- (13) History. The Peoples, 1000-1492. The student understands the existing cultures, contributions, and impacts of The Peoples during the height of civilizations from 1000-1492 throughout the continent. The student is expected to:
- (A) analyze the social and political development of complex civilizations such as Ancestral Puebloan, Mississippian, and mound building societies; and
 - (B) describe how intertribal relations and expansive trade routes impacted Ancestral Puebloan societies, early and middle Mississippian development, and the Haudenosaunee Confederacy.
- (14) History. First Encounters, 1492-1607. The student understands how European contact and colonization occurred as a series of first encounters and how that impacted American Indians/Native Nations from 1492-1607. The student is expected to:
- (A) analyze American Indian/Native Nations' first contact with Europeans between 1492-1607, including Arawak (Taíno), Bodewadmi (Potawatomi), Inuit, Karankawa nations, Ndé (Apache), Pueblo nations, and Tsalagi (Cherokee);
 - (B) analyze the Papal Bulls of the Doctrine of Discovery and the 1512 Spanish Laws of Burgos and their impact on colonization;
 - (C) analyze how misinformation about American Indian/Native peoples impacted European perspectives of American Indian/Native peoples and shaped the U.S. origin story; and
 - (D) describe how factors, including enslavement, trade route disruption, Mississippian dispersal, and disease, impacted American Indian/Native Nations.
- (15) History. Conflict & Resistance, 1607-1763. The student understands that first encounters continued and how conflict and resistance occurred as European contact, colonization, and internal conflicts impacted American Indians/Native Nations from 1607-1763. The student is expected to:
- (A) analyze examples of the "Noble Savage" as a literary trope and stereotypes that emerged between 1607-1763 and continue today;
 - (B) analyze American Indian/Native Nations' first contact with Europeans between 1607-1763, including Apsaalooke (Crow), Kiikaapoo (Kickapoo), Lakota, Tickenwa-tic (Tonkawa), Unanga (Aleut), and Wampanoag;
 - (C) analyze the enslavement of American Indians/Native peoples under the system of settler colonialism;
 - (D) analyze American Indian/Native perspectives of the treaties and doctrines from European nations, such as The Pilgrim-Wampanoag Peace Treaty 1621, Treaty of Easton 1758, and the encomienda system;

- (E) identify the historical motivations that introduced the European concept of blood quantum from the Indian Blood Law of 1705;
 - (F) explain how factors, including the establishment of the Jamestown colony, the arrival of French Jesuit Priests, the French fur trade, the development of Spanish missions, the Pueblo Revolt, and the Proclamation of 1763, impacted individual American Indian/Native Nations;
 - (G) analyze the role of American Indian/Native Nations in the French and Indian War; and
 - (H) describe the political significance of individuals such as Angelina, Massasoit Sachem, Matoaka, Po'pay, Tisquantum, and Wahunsenacawh.
- (16) History. New Challenges & End of Treaties, 1763-1871. The student understands that first encounters continued and how new challenges, broken treaties, and end of treaty writing impacted American Indian/Native Nations from 1763-1871. The student is expected to:
- (A) analyze American Indian/Native Nations' first contact with Europeans between 1763-1871, including Chinook, Gwich'in, Newe (Shoshone), Niimiipuu (Nez Perce), and Olekwo'l (Yurok);
 - (B) analyze American Indian/Native perspectives of treaties and acts such as the Treaty of Paris (1763, 1783); the Northwest Ordinance (1787), Indian Removal Acts, and the Indian Appropriations Act (1871);
 - (C) compare the impact of Article 1, Section 8 of the U.S. Constitution regarding Congressional power over American Indian/Native Nations to the ideals of liberty described in the Declaration of Independence for American Indian/Native Nations;
 - (D) analyze American Indian/Native Nations perspectives of events of westward expansion including Grant's Peace Policy, Stephen F. Austin's Karankawa extermination policy, U.S.-Mexican War, and creation of Indian Mission Schools;
 - (E) describe how intertribal relations changed and adapted during the development of the United States and westward expansion including alliances with other countries;
 - (F) describe the creation of reservations and dispossession of American Indian/Native nations across the United States;
 - (G) analyze the impacts of texts about "Indian attacks" and Texas captivity narratives that emerged during Westward expansion; and
 - (H) describe the political contributions of significant individuals such as Chief Pontiac, Black Hawk, John Ross, Mangas Coloradas, Sacagawea, and Tecumseh.
- (17) History. Sovereignty Challenged, 1871-1924. The student understands how American Indian/Native sovereignty was challenged when, in 1871, the federal government ceased recognition of individual nations within the United States as independent nations. The student is expected to:
- (A) analyze American Indian/Native perspectives of U.S. assimilation policies, including Indian Boarding Schools, The Dawes Act of 1887, and Indian Citizenship Act 1924;
 - (B) explain how notable events impacted American Indian/Native Nations including the Apache Wars through 1924, the Battle of Greasy Grass (Battle of Little Bighorn), Col. Ranald MacKenzie's campaign against the ʘeh'pai Ndé (Lipan Apache) in 1873, and the Wounded Knee Massacre 1890;

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- (C) use primary sources to describe the historic and persisting stereotypes of the “Vanishing Indian” that emerged during the period of westward expansion; and
 - (D) describe the political contributions of significant individuals such as Buffalo Calf Road Woman, Chief Joseph, Cochise, Lozen, Pretty Nose, Quanah Parker, Red Cloud, and Wavoka.
- (18) History. Forced Assimilation and Adaptation, 1924-1968. The student understands how forced assimilation and adaptation impacted American Indian/Native Nations. The student is expected to:
- (A) explain the U.S. political shift toward paternalism that terminated rights associated with the sovereignty of American Indian/Native Nations;
 - (B) analyze American Indian/Native perspectives of U.S. policies, including the Meriam report of 1928, Indian Reorganization Act of 1934, Kansas Act of 1940, Indian Relocation Act of 1956, Voting Rights Act 1965, House Concurrent Resolution 108, and termination acts;
 - (C) explain American Indian/Native Nations’ responses to U.S. policies, including Fish Wars, American Indian/Native Civil Rights movements, and environmental activism;
 - (D) describe the cultural contributions of significant individuals such as Black Elk, Chief Plenty Coups, Ira Hayes, Ki He Kah Stah Tsa (Maria TallChief), Marjorie TallChief, and Zitkála-Šá (Gertrude Bonnin); and
 - (E) describe the contributions of significant groups and societies, including National Congress of American Indians (NCAI) 1944, National Indian Youth Council 1961, Code Talkers of the World Wars.
- (19) History. Self-Determination and Tribal Sovereignty, 1968-present. The student understands the American Indian/Native struggles and triumphs of self-determination and Tribal sovereignty. The student is expected to:
- (A) explain how modern diplomatic efforts and activism of American Indian/Native Nations impacted U.S. Federal Indian Policy including Indian Civil Rights Act 1968, Indian Child Welfare Act 1978, American Indian Religious Freedom Act 1978, Indian Gaming Regulatory Act 1988, Native American Language Act 1990, and Voter ID Law 2016;
 - (B) explain American Indian/Native resistance and Self-Determination efforts such as Native rights activism, land rights activism, Occupation of Wounded Knee 1973, Standing Rock 2016, Red Nations Protest to Entrada 2020, ongoing border disputes with American Indian/Native nations, and Missing and Murdered Indigenous Women (MMIW);
 - (C) describe the cultural contributions of significant individuals such as Adriel Arocha, Vine Deloria, Jr., Louise Erdrich, Deb Haaland, Steven Paul Judd, Buffy Sainte Marie, Leonard Peltier, Pascal C. Poolaw Sr., and Matika Wilbur;
 - (D) describe the political contributions of significant groups and organizations including the American Indian Movement (AIM), White Roots of Peace (WRP), Missing and Murdered Indigenous Women, Peace and Dignity Journeys, and water protectors;
 - (E) identify ways American Indian/Native Nations protect their concepts of Tribal citizenship enrollment and sovereign constitutions from U.S. government policies;

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- (F) explain the expressions of sovereignty and revitalization of cultures including Indigenous Peoples Day, American Indian Heritage Day in Texas (83R HB 174), contesting race-based mascots, and American Indian/Native control of representation in media;
 - (G) analyze how collaborating with American Indian/Native peoples in research projects helps to protect Indigenous data sovereignty, Indigenous cultural sovereignty, and produces more inclusive and reliable research;
 - (H) compare contemporary American Indian/Native urban communities, rural communities, Tribal communities, and reservation communities; and
 - (I) explain the diversity and significance of contemporary American Indian/Native music.
- (20) Social Studies Skills. The student understands how social scientists use inquiry and sources to interpret the past and present and apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
- (A) analyze primary and secondary sources such as maps, graphs, speeches, oral histories, political cartoons, and authentic objects to acquire information to answer historical and current questions;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
 - (C) apply the process of inquiry to research, interpret, and use multiple types of sources of evidence;
 - (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and
 - (E) identify bias and support with evidence a point of view on a social studies issue or event.

Recommended Resources and Materials:

Sources should reflect American Indian/Native voices and should be from an American Indian/Native recommended materials list. The use of a variety of rich primary and secondary sources in materials such as oral histories, speakers, biographies, autobiographies, landmark cases of the U.S. Supreme Court and other courts, novels, speeches, letters, diaries, poetry, songs, film, and the arts are encouraged. Resources are available from American Indian/Native American/Tribal museums and cultural centers, Nation/Tribal websites, historical sites, presidential libraries, local and state preservation societies, and American Indian/Native authors.

Charleyboy, Lisa and Mary Beth Leatherdale. *Urban Tribes: Native Americans in the City*. U.S.A: Annick Press, Ltd. (2015).

Dunbar-Ortiz, Roxanne and Dina Gilio Whitaker. *“All the Real Indians Died Off” and 20 Other Myths about Native Americans*. Boston, Massachusetts: Beacon Press. (2016).

Harjo, Joy. *When the Light of the World was Subdued, Our Songs Came Through: A Norton Anthology of Native Nations Poetry*. New York, NY: W.W. Norton & Company. (2020).

Treuer, Anton. *Atlas of Indian Nations*. Washington, DC: National Geographic Partners, LLC. (2013).

National Museum of the American Indian/Smithsonian. Native Knowledge 360: <https://americanindian.si.edu/nk360>

Indian Country Today (indigenous news source): <https://indiancountrytoday.com/>

Recommended Course Activities:

Students will utilize Native-approved resources provided by the teacher, including primary and secondary sources such as books, periodicals, journals, documents, oral histories, and other media to explore the American Indian/Native experience in North America, focusing on the United States, Texas, and occasionally Canada.

Students will research topics and/or answer driving questions by analyzing sources, summarizing their findings, and presenting their research to peers through written pieces, displays, and digital media.

In addition, instructors may wish to incorporate optional community-based experiences into the course, such as visits to American Indian/Native public events, guest speakers, interviews, and exploring local sites of historical significance.

Some specific course activity examples related to content could be:

- [Stanford History Education Group – What Was the Purpose of the Carlisle Indian Industrial School](#)
- [Native Knowledge 360: How do Native People and Nations Experience Belonging?](#)
- [Native Knowledge 360: American Indian Removal: What Does It Mean to Remove a People?](#)

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- [Native Knowledge 360: The Navajo Treaty of 1868: Why Was the Navajo Journey Home So Remarkable?](#)
- [Native Knowledge 360: Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?](#)

Suggested methods for evaluating student outcomes:

- Written and/or digitally created products, such as annotated maps; letters to journalists, authors, or community members; interviews or documentaries; research reports; interactive notebooks
- Presentations of group research projects and other in-class presentations
- In-class formal assessments, including objective tests, quizzes, and written responses to
- selected articles
- Literature and non-fiction book reviews
- Teacher observations
- Evidence of authentic learning from attending public American Indian/Native Community programs

Teacher qualifications:

Certified Secondary Social Studies, including Composite and History

- History, Grades 6-12;
- History, Grades 7-12;
- History, Grades 8-12;
- Social Studies, Grades 7-12; or
- Social Studies, Grades 8-12

Additional information:

We recommend the Grand Prairie ISD American Indian/Native Studies Summer Academy (no cost to participants for registration; currently funded by a NEA grant). We offered this for one day in summer of 2021 (June 7, 2021) and two days in 2022 (June 20-21, 2022) both in-person and virtually, and plan on having a yearly Summer Academy to share with all interested districts in Texas. Teachers enjoyed hearing Native voices from our American Indian/Native Studies Committee members who were instrumental in assisting Grand Prairie ISD to write our course standards.

In this training, we will provide access to our Scope and Sequence and our Standards Clarification Document. We are happy to share our work. Our American Indian/Native Studies Committee feel that it is important to give teachers access to our Standards Clarification Document to ensure that Native-approved resources and Native perspectives are used to teach the course.