



Title of innovative course:

Ethnic Studies: American Indian/Native Studies

Applicant information – All Information Is Required

Name of applying school district, charter school, or organization: *Grand Prairie ISD*

Complete mailing address: *2602 S. Beltline Rd., Grand Prairie, TX 75052*

Primary contact person: [Redacted]

Primary contact person's title: [Redacted]

Primary contact person's email address: [Redacted]

Primary contact person's phone number, area code first: [Redacted]

Secondary contact person: [Redacted]

Secondary contact person's title: [Redacted]

Secondary contact person's email address: [Redacted]

Secondary contact person's phone number, area code first:

County District Number (if applicant is a Texas public school): 057910

Superintendent (if applicant is a Texas public school): *Tracy Ray, Acting Superintendent*

Date of local board of trustees' approval of this innovative course application (if applicant is a Texas public school): *6/13/2024*



Course Information

Subject area (choose only one): *Social Studies*

Career cluster (CTE only): Choose an item.

Number of credits per course: *1.0*

Grade level(s) (high school only): *10-12*

Brief description of the course (150 words or less, paragraph form):

In Ethnic Studies: American Indian/Native Studies, an elective course, high school 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 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.

Brief justification of how/why the course qualifies as “innovative” in terms of student need. (150 words or less, paragraph form):

There is very little in current social studies TEKS that portray a comprehensive view of American Indian/Native peoples both past and present. Students learn a little about early AI/Native peoples in Texas History in both 4th and 7th grades, and isolated events involving Native peoples in 5th and 8th grades and high school U.S. History, but there is not time within those courses to study deeply about American Indian/Native peoples to give a complete story of Native histories and cultures, nor to consider Native perspectives. The American Indian/Native Studies course will offer a more complete view of U.S. History studies, providing another layer of perspectives and rich cultures that have influenced and impacted the United States and continue to make significant contributions today.



Course Data –Renewals

In American Indian/Native Studies, high school students explore topics related to past and current conditions in Native communities such as: naming, blood quantum, stereotypes, culture, the geography of Native cultures over time, government, citizenship, economics, and impacts of European encounters on Native peoples in what is currently the United States. Students also explore the dynamics of Native cultures through historical periods of conflict and resistance, new challenges and broken treaties, sovereignty lost and challenges to sovereignty including dispossession of Native lands, assimilation and adaptation, self-determination and sovereignty in the modern era, and learn about scientific and technological impacts of American Indian/Native peoples on society. Throughout the course, students will engage in social studies skills, using a variety of sources and analytical tools to explore multiple Native perspectives through primary sources.

In Grand Prairie ISD we started offering our pilot in 2021-22 as Special Topics in Social Studies: American Indian/Native Studies part 1 in the Fall semester, and Special Topics in Social Studies: American Indian/Native Studies part 2 in the Spring Semester. In the summer of 2023, it became an Innovative Course. We offered the course for the third year in 2023-24, beginning our fourth year offering it in 2024-25.

The charts below summarize our enrollment data:

2021-2022 Enrollment and Demographic data:

Campus	Fall: Special Topics in SS: American Indian/Native Studies part 1	Spring: Special Topics in SS: American Indian/Native Studies part 2
<p>Grand Prairie High School</p> <p>Total population: 2,954</p> <p>Ethnicities: Asian: 0.68%, Afr. Am.: 12.69%, Am. In.: 0.44%, Hispanic: 78.50%, Pac. Is.: 0.20%, 2 More: 1.42%, White: 6.06%</p>	<p>1 section, 14 students:</p> <p>9 female, 5 male</p> <p>5 Sophomores, 4 Juniors, 5 Seniors</p> <p>1 Native American, 13 Hispanic</p>	<p>1 section, 20 students</p> <p>14 female, 6 male</p> <p>6 Sophomores, 5 Juniors, 9 Seniors</p> <p>3 Native American, 1 African American, 16 Hispanic</p>
<p>South Grand Prairie High School</p> <p>Total population: 3,346</p>	<p>1 section, 13 students</p> <p>7 female, 6 male</p> <p>4 Freshmen, 6 Sophomores, 2 Juniors, 1 Senior</p>	<p>1 section, 13 students</p> <p>7 female, 6 male</p> <p>4 Freshmen, 6 Sophomores, 2 Juniors, 1 Senior</p>



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Ethnicities: Asian: 5.17%, Afr. Am.: 25.46%, Am. In.: 0.30%, Hispanic: 57.92%, Pac. Is.: 0.09%, 2 More: 2.54%, White: 8.52%	3 African American, 10 Hispanic	2 African American, 1 White, 10 Hispanic
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In 2022-23, Grand Prairie High School added a section due to course demand, growing to two sections (64 students had requested the course). South Grand Prairie High School continued to offer one section.

2022-23 Enrollment and Demographic data:

Campus	Fall: Special Topics in SS: American Indian/Native Studies part 1 4657Ha	Spring: Special Topics in SS: American Indian/Native Studies part 2 4658Hb																																								
Grand Prairie High School <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: center;">TOTAL ENROLLMENT 3000</th> </tr> <tr> <th style="text-align: left;">ENROLLMENT BY ETHNICITY</th> <th style="text-align: center;">Count</th> <th style="text-align: center;">%Group</th> <th style="text-align: center;">%Enroll</th> </tr> </thead> <tbody> <tr><td>AMER. INDIAN/ALASKAN</td><td style="text-align: center;">14</td><td style="text-align: center;">0.47%</td><td style="text-align: center;">0.47%</td></tr> <tr><td>ASIAN</td><td style="text-align: center;">20</td><td style="text-align: center;">0.67%</td><td style="text-align: center;">0.67%</td></tr> <tr><td>BLACK/AFRICAN AMER.</td><td style="text-align: center;">352</td><td style="text-align: center;">11.73%</td><td style="text-align: center;">11.73%</td></tr> <tr><td>HISPANIC/LATINO</td><td style="text-align: center;">2,408</td><td style="text-align: center;">80.27%</td><td style="text-align: center;">80.27%</td></tr> <tr><td>WHITE</td><td style="text-align: center;">169</td><td style="text-align: center;">5.63%</td><td style="text-align: center;">5.63%</td></tr> <tr><td>HAWAIIAN/PAC ISLAND</td><td style="text-align: center;">3</td><td style="text-align: center;">0.10%</td><td style="text-align: center;">0.10%</td></tr> <tr><td>TWO OR MORE</td><td style="text-align: center;">34</td><td style="text-align: center;">1.13%</td><td style="text-align: center;">1.13%</td></tr> <tr><td style="text-align: right;">TOTAL</td><td style="text-align: center;">3,000</td><td style="text-align: center;">100.00%</td><td style="text-align: center;">100.00%</td></tr> </tbody> </table>	TOTAL ENROLLMENT 3000				ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll	AMER. INDIAN/ALASKAN	14	0.47%	0.47%	ASIAN	20	0.67%	0.67%	BLACK/AFRICAN AMER.	352	11.73%	11.73%	HISPANIC/LATINO	2,408	80.27%	80.27%	WHITE	169	5.63%	5.63%	HAWAIIAN/PAC ISLAND	3	0.10%	0.10%	TWO OR MORE	34	1.13%	1.13%	TOTAL	3,000	100.00%	100.00%	2 section, 59 students: 40 female, 19 male 19 Freshmen, 19 Sophomores, 13 Juniors, 8 Seniors 4 Black/African American, 50 Hispanic, 3 White, 1 Asian, 1 two or more	2 sections 52 students: 31 females, 21 males 16 Freshmen, 18 Sophomores, 13 Juniors, 5 Seniors 2 Black/African American, 44 Hispanic, 4 White, 1 Asian, 1 two or more
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In 2023-24, enrollment dropped in all elective courses, due to the financial need of switching from an 8 period day to a 7 period day. This means that students get one less elective course each year in high school in Grand Prairie starting with the 2023-24 school year. The Ethnic Studies: American Indian/Native Studies course did not make at South Grand Prairie high school, but was added by Grand Prairie Fine Arts Academy.

Overall state enrollment in the 2023-24 school year was GPISD's 42 students. The course became a TEA Innovative course in July 2023, which was too late to begin a course and to enroll students for other


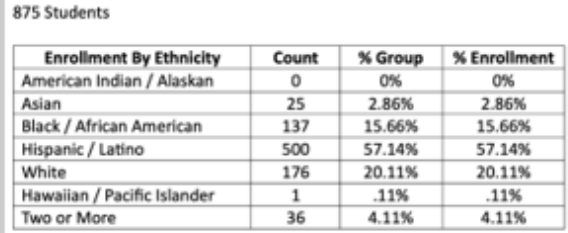


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districts, as many high schools start enrolling in January for the next school year and need more time to prepare for a new course with an August start. With the course not making the SBOE agenda onto first reading in January of 2024, and with one year remaining currently as an innovative course, districts may have been hesitant to add the course for 2024-25. With approval of a five-year Innovative Course renewal, districts are more likely to invest the time and resources to adopt the course.

The following is enrollment data for 2023-24 in Grand Prairie ISD:

2023-24 Enrollment and Demographic data:

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<p>Grand Prairie High School</p>  <table border="1"> <caption>Ethnic Breakdown</caption> <thead> <tr> <th>Ethnicity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>80%</td> </tr> <tr> <td>African-American</td> <td>12%</td> </tr> <tr> <td>Caucasian</td> <td>6%</td> </tr> <tr> <td>Asian/Native American/Other</td> <td>2%</td> </tr> </tbody> </table>	Ethnicity	Percentage	Hispanic	80%	African-American	12%	Caucasian	6%	Asian/Native American/Other	2%	<p>2 sections; 28 students</p> <p>15 males/13 females</p> <p>3 Seniors/10 Juniors/11 Sophomores/4 Freshmen</p> <p>21 Hispanic</p> <p>4 American Indian</p> <p>3 African American</p>																						
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Student Outcomes

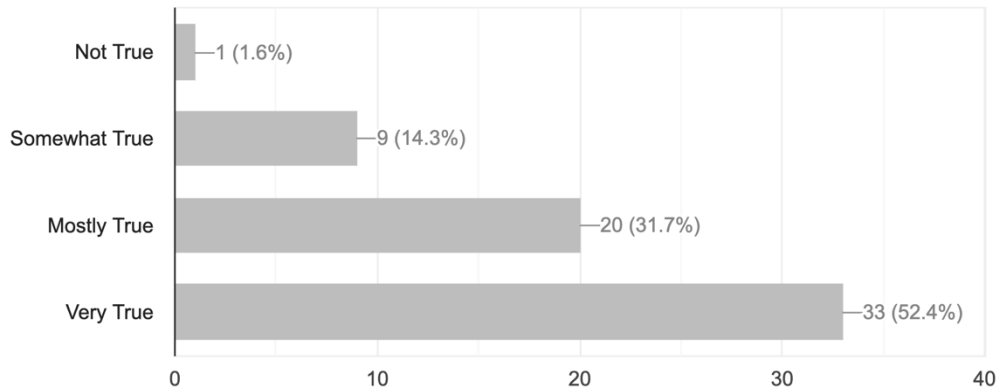
At the end of the first semester of the 2022-23 school year, students were given a survey to assess outcomes of their learning from their American Indian/Native Studies course. Out of 73 students, 63 responded, giving us an 86% response rate (a higher response rate than this time in the 2021-22 school year).

At the end of the 2023-24 school year, this survey was given again, with a 72% response rate and similar results.

Some of the results of the survey are listed below.

The follow questions ask about what you read, learn, and do in your AI/NS course.

0 / 63 correct responses

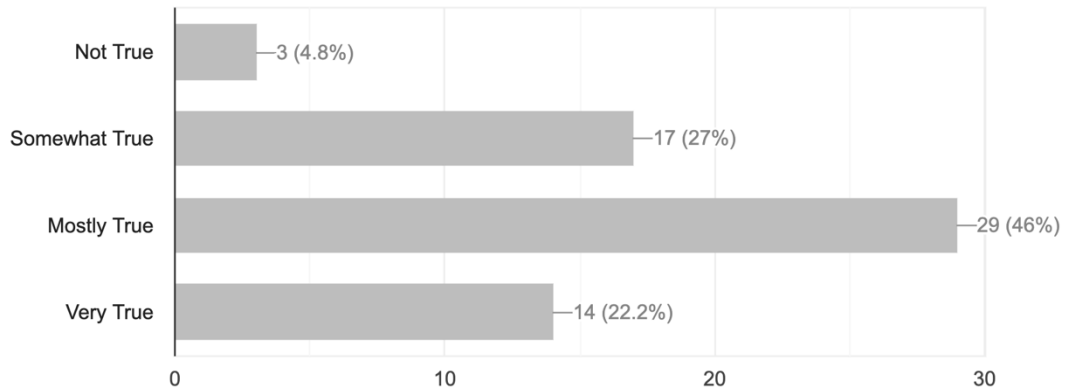


Row 3: The teacher's lectures provide information that I have never heard.

Based on this question, 98.4% of students in 2022-23 report learning information they have never heard from teachers' lectures. This was 100% of students in 2023-24.

The follow questions ask about what you read, learn, and do in your AI/NS course.

0 / 63 correct responses

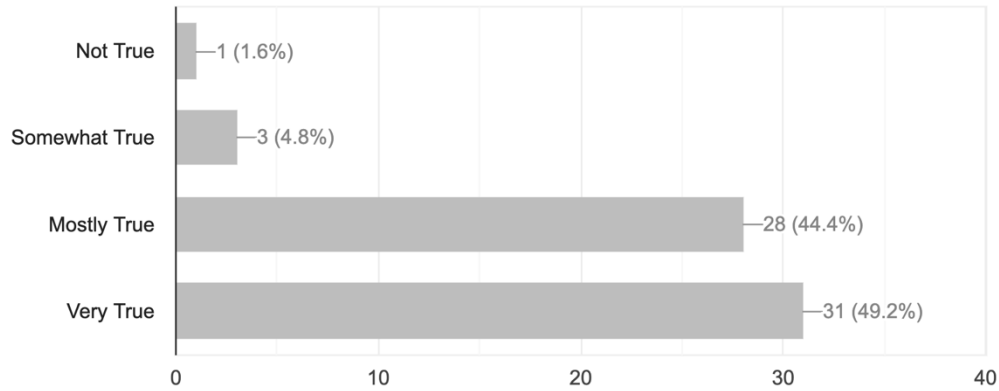


Row 4: The assignments make me think in new ways.

95.2% of students report in 2022-23 that the assignments in their American Indian/Native Studies course have made them think in new ways, at some point in their learning. 93.5% of 2023-24 students agree with this statement.

The follow questions ask about what you read, learn, and do in your AI/NS course.

0 / 63 correct responses

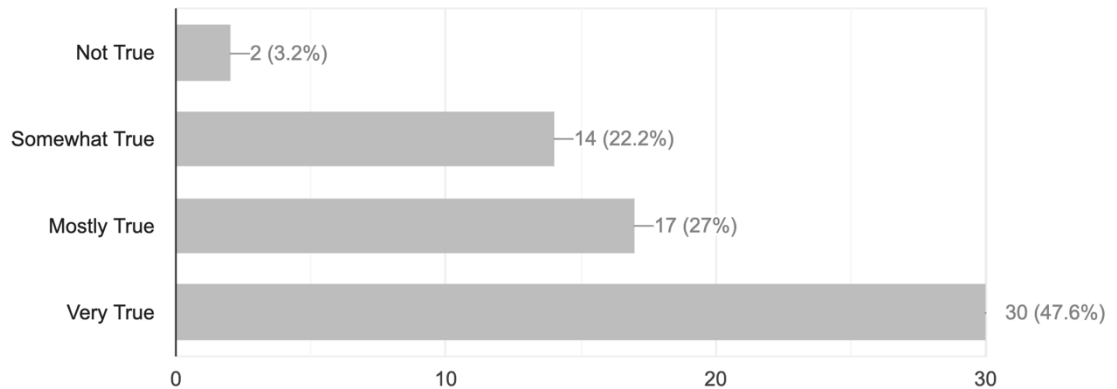


Row 5: The lessons helped me to understand American Indian/Native culture better.

98.4% of students in 2022-23 reported that the lessons learned helped them to understand American Indian/Native culture better. 96.8% of students in 2023-24 agree with this statement.

The follow questions ask about what you read, learn, and do in your AI/NS course.

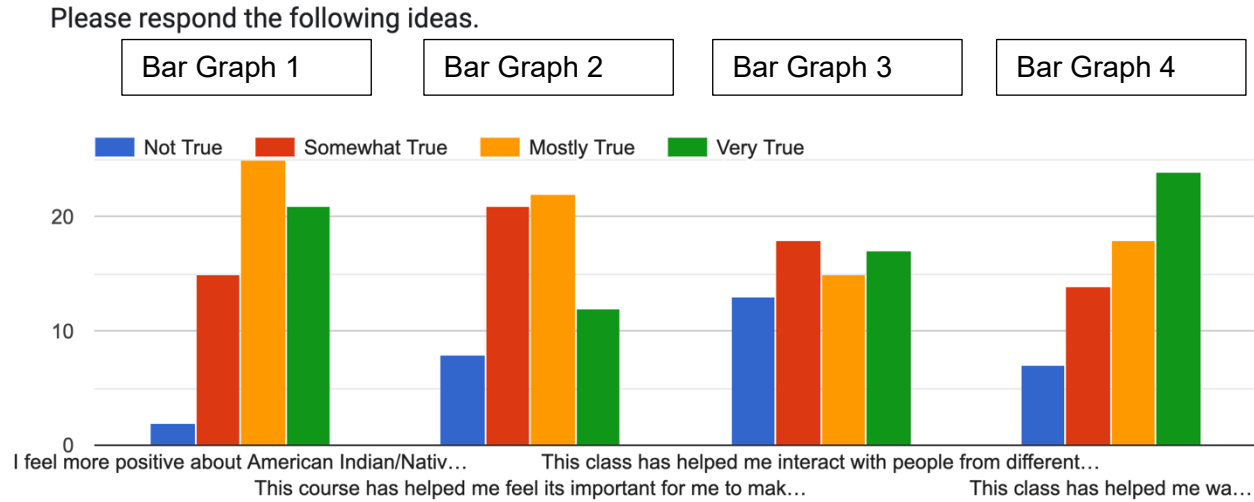
0 / 63 correct responses



Row 6: The course helped me to be more sensitive towards American Indian/Native peoples.

96.8% of 2022-23 and 2023-24 students responded that their American Indian/Native Studies course helped them to be more sensitive towards American Indian/Native peoples.

The graph below was from the 2022-23 survey:



Bar graph 1: I feel more positive about American Indian/Native Culture than before this class.

61/63 students (97%) responded in 2022-23 that the course helped them to feel more positive about American Indian/Native Cultures. 93.5% agreed with this statement in 2023-24.

Bar graph 2: This course has helped me feel it’s important for me to make more American Indian/Native friends

55/63 students (87%) responded in 2022-23 that they felt it was important to make more American Indian/Native friends. 87% agreed with this statement in 2023-24.

Bar graph 3: This class has helped me interact with people from different cultures

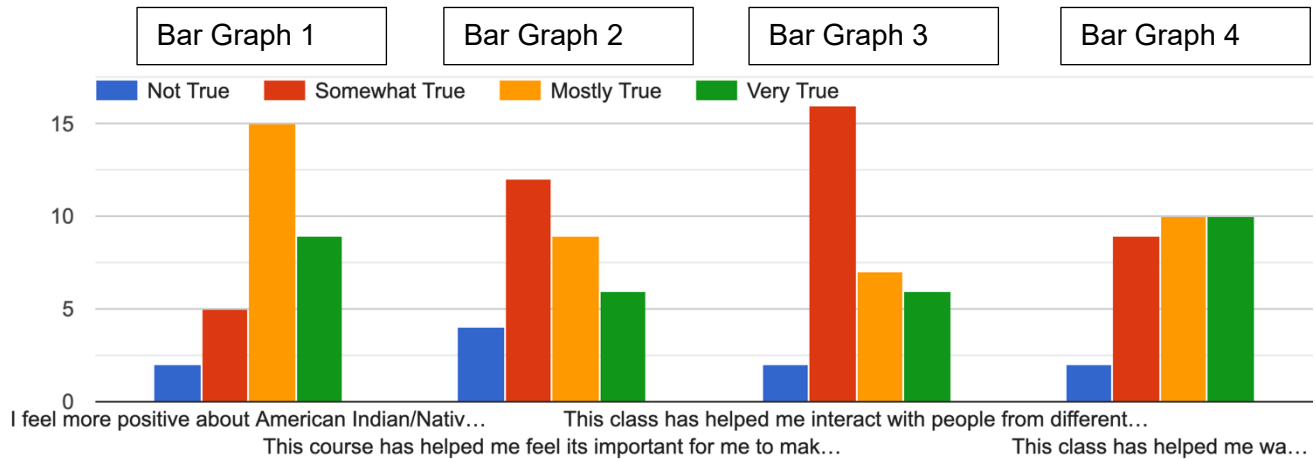
50/63 students (79%) in 2022-23 believe the course helps them to interact with people from different cultures. This went up to 93.5% in 2023-24.

Bar graph 4: This class has helped me want to learn more about American Indian/Native cultures

56/63 students (89%) responded in 2022-23 that they want to learn more about American Indian/Native students. This also went up to 93.5% in 2023-24.

These are the 2023-24 bar graphs representing the questions above:

Please respond the following ideas.



In an open-ended response,

57/63 (90.5%) in 2022-23 said the course positively impacted their sense of self, including personal, academic, and cultural identity. In 2023-24 93.5% reported a positive impact.

6/63 (9.5%) in 2022-23 said they either did not know (2) or course did not (4) impact their sense of self including personal, academic, and cultural identity. In 2023-24, 6.4% did not report an impact.

Some 2022-23 unedited student responses include:

“It impacted my way of thinking about people.”

“This class made me learn and realize a lot of stuff I hadn't learned before. It made me see other types of point of views from what I had been taught before.”

“This class has made me more aware of the people around me rather than myself. But this class makes me want to learn about others and their cultures.”

“This really impacted me as person and visualize Indian/native Americans differently now that I know the real story. I respected them even more than I already did. I also feel like in impacted my personal at home life. Me and my father love to talk about Indian and Native American stories.”

“Honestly, it really did change my views in a lot of things. I’ve always liked talking about indigenous history and finally being able to take a class about it makes me happy especially since I learned about stuff I didn’t know about.”

“It impacted me by seeing the differences in others cultures and that not to always believe that they are something bad or that no to disrespect anyone’s culture.”

“This class impacted my sense of self by making me want to learn more and genuinely be interested in Native culture.”

“It made me remember my own roots and where I come from and the struggles and hardships my parents and am more grateful.”

“I know many people that are Native American and this class has shown me more ways to show respect”

“Helped me by not being afraid of who I am as a Native American”



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"I took this course because I recently found out that I am a part of this culture. It is helping me find out more about my ancestors."

"This class brought more awareness of cultural identity because I learned more about how Native Americans are treated. As an African American, I can identify and relate to having a history of being oppressed. Prior to this class, I wasn't as aware of the more recent injustices or scenarios that have targeted Native Americans; now that I am aware of these problems, I have a deeper appreciation and love for Native Americans and their differences in cultures."

Some 2023-24 unedited student responses:

"Taking this class has made me more interested in history because i learned stuff that wouldn't be taught in a regular history class"

"It has deepened my understanding of the subject matter and helped me develop new perspectives on related disciplines."

"It's showed me that history has many views to view it"

"It impacted me because I got the opportunity to learn that there is more in culture and meaning behind who they are and what they represent besides just the assumptions that are made or what gets told."

"It taught me the importance of people identity and its importance of never forgetting your roots and even if people want you break it"

"This class helped me understand different cultures"

"It expanded my perspective on how close culture can be to one's self and to never judge from an outside view."

"It helped me to recognize my tribe or how I identify as cultural"

"This class helped me understand better about how the American natives survived through out all the good times and bad times in their lands."

"changed the way I see history"

"It made me realize how other people's history is really important even though we don't get to learn it more in history classes."

"It helped boost my academic level"

"Inspired me that back then I didn't care but my cultural identity but I care to learn about it more in this class impact me to learn about black culture"

"This class impacted my cultural identity to be proud and embrace my culture"

"it helped me realized the need for cultural diversity and understanding of other cultures to truly be a good member of society."

"This class made me realize how important learning about cultures is and it made me a more understanding person."

"It made me realize that the native part of me is important no matter how little of a percentage it is."

"I made me want to learn more about shelf, and my culture/heritage."

"The class opened my eyes to new culture that is not embraced through other courses"



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The survey findings show that students are interested in and learning new information about American Indian/Native cultures and are seeing American Indian/Native cultures in more positive ways. They are also gaining social benefits to understanding Native cultures such as gaining empathy and learning respectful ways to interact in classroom, community, and career environments.

Teachers have reported that students felt especially moved by content about Native American myths and stereotypes, blood-quantum requirements, and Boarding Schools for forced assimilation in the first semester. We are proud to offer an authentic native-created course, and our teachers are enjoying teaching it.

Research has been done on the positive effects of ethnic studies on students, such as raising their GPAs, making them more likely to graduate, and more likely to enroll in postsecondary education at higher rates than their peers. Please see: Valenzuela PhD., Angela and Epstein PhD., Eliza M. Bentley, "Nationwide Ethnic Studies Now Factsheet," Teachers College Record 2023, Vol. 125(5) 25–28.

Essential Knowledge and Skills for the Course:

(a) Introduction.

- (1) In Ethnic Studies: American Indian/Native Studies, an elective course, high school 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 to present each Native Nation studied as an independent and sovereign nation, much like a foreign nation. This course is a survey course of Nations that develops an understanding of the roots of American Indian/Native cultures, especially as they pertain to social, economic, and political interactions within the broader context of North American history. The course 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) Students engage in a variety of rich primary and secondary sources, 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.

(b) 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 differences, including languages, clothing, housing, gender roles, elder roles, foodways, and daily practices, among American Indian/Native Nations in different ecoregions;
 - (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 variety 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 among American Indian/Native peoples contributed to multilingualism, cooperation and conflict, and knowledge sharing across different American Indian/Native cultures over time;
 - (B) describe how community gathering places and intertribal events foster the sharing of arts and cultures;
 - (C) describe impacts of the introduction of foreign flora and fauna on land-based cultures in different regions;
 - (D) examine historical and cultural interactions 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;
- (E) compare the role of captivity within Native social and economic systems before and after contact with non-native cultures; and
 - (F) describe the nature of slavery within some Native social and economic systems after contact with non-native cultures.
- (3) Culture. The student understands how traditional and contemporary American Indian/Native art, music, sports, and literature serve as expressions of preservation, revitalization, sovereignty, interaction, beauty, and varied Native cultures. The student is expected to:
- (A) use primary sources to identify the significance of American Indian/Native storytelling and trickster stories;
 - (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 such as stickball, basketball, football, skateboarding, running, surfing, and martial arts in community building among American Indian/Native populations.
- (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) analyze maps to investigate the migrations of American Indian/Native Nations who consider what is now Texas their homelands;
 - (B) explain the American Indian/Native concept of the living universe, especially its interdependent relationships;
 - (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, and Subarctic;
 - (E) explain American Indian/Native nations' understandings of land and water use and stewardship practices;
 - (F) examine the original American Indian/Native names of Native lands and their meanings and explore the historical changes of these place names as depicted on maps and historical markers; and

- (G) analyze 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 viewpoint of American Indian/Native peoples prior to contact with foreign nations, and how these views of governance have been both preserved and altered within Nations throughout history. The student is expected to:
- (A) describe American Indian/Native concepts of governance, including concepts of community consensus, direct democracy, and restorative justice;
 - (B) analyze diplomacy agreements between American Indian/Native Nations, including the Six Nation governmental agreement known as the Haudenosaunee (Iroquois) Confederacy; and
 - (C) compare the precipitating factors that led the Ancestral Puebloans, Haudenosaunee (Iroquois) Confederacy, the ~~Namunuu~~ (Comanche), and the Tsenacommacah (Powhatan) Confederacy, to grow as empires.
- (6) Citizenship. The student understands 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 among past, present, and future generations; and
 - (B) explain the importance of each living being within American Indian/Native concepts of “all my relations.”
- (7) Citizenship. The student understands impacts on 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 definitions of citizenship on American Indian/Native Nations, including blood quantum citizenship and interference of kinship systems;
 - (B) analyze the impact of the U.S. legal system’s definition of citizenship on Tribal sovereignty over time;
 - (C) analyze the impact of *Cherokee Nation v. Georgia 1831*, and *Menominee Tribe v. U.S. 1968* on American Indian/Native Nations;
 - (D) identify the non-Native concepts of state recognition, federal recognition, and non-recognition; and
 - (E) analyze the impact of government recognition on Tribal sovereignty.
- (8) Citizenship. The student understands how dual citizenships can co-exist or at times conflict with each other, and how dual citizenship 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, including the Indian Citizenship Act 1924, Supreme Court decisions, including *Haaland v. Brackeen (2023)*, and presidential agendas, including President Truman’s Termination agendas;
 - (C) compare the impact of voluntary participation by American Indian/Native peoples in the U.S. military on American Indian/Native citizenship before and after World War I;
 - (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, disenfranchisement, non-enrollment, and disenrollment from American Indian/Native Nations impact Tribal Nation sovereignty, Tribal Nation citizenship and dual citizenship.
- (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 impacted Tribal sovereignty.
- (10) Economics. The student understands 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) examine the value systems of economic wealth, interdependence, success, and land for American Indian/Native Nations;
 - (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 survivance of American Indian/Native cultures.
- (11) Science, Technology, and Society. The student explores how American Indian/Native viewpoints, philosophies, and achievements in interdisciplinary science and technology fields have shaped history and STEM thinking. The student is expected to:
- (A) analyze how 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 “nose-to-tail” practices;
 - (D) describe how traditional star knowledge and related activities, including archeoastronomy, navigation, agriculture, calendars, and the concept of time, influence American Indian/Native lifeways;
 - (E) describe the impact of Indigenous inventions such as syringes, kayaks, snow goggles, hammocks, and rubber on life across the Americas;
 - (F) describe the impact of Indigenous engineering, infrastructure, and architecture such as canals and aqueduct planning, cable suspension bridge design, water filters, buildings, and metal works on life across the Americas;
 - (G) use primary sources to describe American Indian/Native communication systems, including Plains sign language, wampum, Texas petroglyphs, wiigwaassabakoon (birch bark scrolls), and totem poles; and
 - (H) describe the field of Indigenous sciences and how evidence of interconnections in the natural world is collected through interdisciplinary observation practices.
- (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 the American Indian Science and Engineering Society (AISES) and Society for the Advancement of Chicanx and Native Americans in Science (SACNAS).
- (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 what is now North America. The student is expected to:
- (A) analyze the social and political development of complex civilizations such as Ancestral Puebloan, Mississippian, Adena, Chinook, and the Haudensaunee Confederacy; and
 - (B) describe how intertribal relations and expansive trade routes impacted Ancestral Puebloan societies, early and middle Mississippian development, and the Haudenosaunee (Iroquois) Confederacy.
- (14) History. First Encounters, 1492-1607. The student understands how European contact and colonization occurred as a series of first encounters and how they impacted American Indians/Native Nations from 1492-1607. The student is expected to:
- (A) analyze American Indian/Native Nations’ first contact, including the Arawak (Taíno), Bodewadmi (Potawatomi), Inuit, Karankawa nations’, Ndé (Apache), Pueblo nations’, and Tsalagi (Cherokee)

- nations’ first contact, with Europeans between 1492- 1607;
- (B) analyze the Papal Bulls of the Doctrine of Discovery and the 1512 Spanish Laws of Burgos and their impact on colonization;
 - (C) analyze the impacts of explorers’ narratives on European perspectives of American Indian/Native peoples and 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 how the continuation of European contact and colonization impacted American Indians/Native Nations from 1607-1763. The student is expected to:
- (A) analyze the literary trope and stereotype of “Noble Savage” that emerged between 1607-1763;
 - (B) analyze American Indian/Native Nations’ first contact with Europeans, including the Apsaalooke (Crow), Caddo, Kiiikaapoa (Kickapoo), Lakota, Nɛmɛnɛɛ (Comanche) Tickenwa-tic (Tonkawa), Unanga (Aleut), and Wampanoag first contacts, ;between 1607- 1763;
 - (C) analyze the enslavement of American Indians/Native peoples in the European colonies;
 - (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 significance of American Indian/Native individuals such as Angelina, Massasoit Sachem, Matoaka, Po’pay, Tisquantum, and Wahunsenacawh.
- (16) History. New Challenges & End of Treaties, 1763-1871. The student understands how continued first encounters and new challenges, broken treaties, and the 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 the Chinook, Gwich’in, Newe (Shoshone), Niimiipuu (Nez Perce), and Olekwo’l (Yurok) first contacts;
 - (B) analyze American Indian/Native perspectives of treaties and acts such as the Treaty of Paris (1763 and 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, the U.S.-Mexican War, and the 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 the term "Indian attacks" and the captivity narrative genre used in texts and media that emerged during westward expansion; and
 - (H) describe the contributions of significant American Indian/Native 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 the federal government ceased recognition of individual nations within the United States as independent nations in 1871. 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 the Indian Citizenship Act 1924;
 - (B) explain how notable events, including the Apache Wars through 1924, the Battle of Greasy Grass (Battle of Little Bighorn), Col. Ranald MacKenzie's campaign against the ʔeh'pai Ndé (Lipan Apache) in 1873, and the Wounded Knee Massacre 1890, impacted American Indian/Native Nations;
 - (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 contributions of significant American Indian/Native 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 of 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 American Indian/Native individuals such as Black Elk, Chief Plenty Coups, Ira Hayes, Ki He Kah Stah Tsa (Maria TallChief), Wahle-đopa (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, and Code Talkers of World War I and World War II.
- (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 American Indian/Native individuals such as Adriel Arocha, Vine Deloria, Jr., Louise Erdrich, Deb Haaland, Steven Paul Judd, Wilma Mankiller, Leonard Peltier, Pascal C. Poolaw Sr., and Matika Wilbur;
 - (D) describe the 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, water protectors, and American Indian/Native members of the U.S. military;
 - (E) identify ways American Indian/Native Nations protect their concepts of Tribal citizenship enrollment and sovereign constitutions from U.S. government policies;
 - (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 and 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 variety and significance of contemporary American Indian/Native music.
- (20) Social Studies Skills. The student understands how social scientists use inquiry and sources to



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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 a variety of historical and contemporary sources for validity, credibility, bias, and accuracy;
- (E) identify bias and support with evidence a point of view on a social studies issue or event; and
- (F) formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.



Recommendations for proposed innovative course

Recommended resources, technology, and instructional materials to be used:

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.

The following are intended to be teacher resources to pull content from, as there is not a Native Studies high school textbook available.

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

Treuer, Anton. *Everything You Wanted to Know about Indians but were Afraid to Ask Young Readers Edition*. New York: Levine Querido. Chronicle Books LLC. (2021).

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/>

ABC-Clio database. The American Indian Experience.: <https://databases.abc-clio.com>

GPHS: (for Innovative Course application review only; not for public distribution, as paid for by GPISD)

U: gpidstudent101
P: gpid



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Recommended activities:

Students may 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 may 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?](#)

[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?](#)

Recommended assessment 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 or in class speakers

Recommended educator certifications:

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



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Required trainings, including associated costs, if applicable:

There are no required trainings for American Indian/Native Studies.