



CURRICULAR SCHEMA

TEACHINGS: This is what we call our units, in an effort to stay aligned with Native concepts of educating our youth.
EPISODES: This is what we call our subdivisions of the Teachings, i.e. the lesson plans.
COMMON CORE: Please apply all applicable Common Core state standards. One only needs to include the reference number of each standard in the Teachings being created.
ELEVENTH STANDARD: “Demonstrate environmental stewardship and a sense of service achieved through acknowledgement of the interconnectedness of humanity in historical, cultural, scientific, and spiritual contexts.” (developed by HTL curriculum designers)
ENTRY QUESTIONS, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS: Please develop some Entry Questions, Essential Questions, and Enduring Understandings that you hope learners to take away from your Teaching and/or Episodes. (Please see our other handouts or the Handbook volumes for more information about these methods and objectives.)
LEARNING OBJECTIVES: The curriculum designer spells out the desired learning outcomes; these may intersect with the desired Enduring Understandings.
MATERIALS and RESOURCES: The curriculum designer provides a list of materials and resources that will be needed for any teacher who chooses to try to adopt the Teaching that has been developed.
DIFFERENTIATED INSTRUCTION: This approach highlights the importance of building the capacity of each student through genuine engagement in learning. A differentiated approach values the strengths, gifts, and preferences of students, while also accounting for variations in their prior knowledge and skills, areas of interest, and learning needs.
SUMMATIVE ASSESSMENT OF LEARNING OUTCOMES: We recommend that teachers establish a baseline against which to monitor student progress with the goal of ensuring deep learning. Then check the outcomes against the objectives of the Teaching.
BIBLIOGRAPHY and ADDITIONAL RESOURCES: Teachers who consult your work will greatly appreciate knowing about the books, articles, and other resources you have consulted in preparing your Teaching.
USING PRIMARY SOURCES: Employees at the National Archives, or at Special Collections at your local university library, can help you locate relevant primary sources to fold into your Teachings. Carol Buswell, an HTL contributor, also offers suggestions for how to teach with primary sources.
STORIES: We strongly encourage curriculum designers to share general advice drawn from personal stories about collaborating with tribal communities, particularly with elders and traditional cultural bearers often sought-out to present in classes.

This table draws from pages 11, 31, 37, and 38 of volume 2 of the Honoring Tribal Legacies handbook.

<https://blogs.uoregon.edu/honoringtriballegacies/handbook/>