

## **WE BELIEVE**

- All students can learn and experience success in a world language.
- Second language acquisition provides the vision and skills necessary to be a global citizen.
- A primary goal of world language education is real-life communication.
- World language education develops critical thinking skills.
- Assessment must reflect the goals and learning targets set forth in this curriculum document.
- World languages must be part of the core curriculum in 21<sup>st</sup> Century schools.
- A K-12 articulated world language program should be available to all students.

## **RECOGNITION OF AMERICAN INDIAN CULTURE AND HERITAGE IN THE CURRICULUM PROCESS**

The Board fully supports the legislative intent of Article X, Section 1 (2) of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures as reflected in Montana Code Annotated 20-1-501, “Indian Education For All” (see appendix).

Because of the unique position and place in American history, the American Indian peoples’ role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of MCPS students, in accordance with the state Constitution and state standards. Instruction concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. The world languages curriculum reflects this policy. Staff development will be provided pertinent to curriculum implementation. As the Office of Public Instruction completes their development of instructional activities for integrating Indian Education For All into the content area of world languages, MCPS will incorporate additional lessons to enhance the curricula.

### **ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS**

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of

Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.

3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has their own oral history beginning with their genesis that is a valid as written histories. These histories pre-date the “discovery” of North America.

(1) Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:

1. That both parties to treaties were sovereign powers.
  2. Those Indian tribes had some form of transferable title to the land.
  3. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.
  6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
  7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

## **LIBRARY MEDIA**

Teacher librarians play an essential role in curriculum development. They are important instructional partners and consultants in supporting and expanding existing curriculum. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.

- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

*(adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)*