Working Group
EXHIBIT 8
DATE 1/28/2005
HB

Indian Education for All
MCA 20-1-501

References to Indian Education in Accreditation, Program and Content Standards

Accreditation Standards

10.55.603 Curriculum Development And Assessment

(4) In all program area standards and content and performance standards, the school district shall:
(b) review curriculum to ensure the inclusion of the distinct and unique cultural heritage of the American Indians;

10.55.701 Board Of Trustees

(3) Each school district shall have in writing and available to staff and public:
(m) a policy that incorporates the distinct and unique cultural heritage of American Indians that is aligned with district educational goals;

10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall consider ways to:
(b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources taking into account the unique needs of American Indian students and other minority groups;

10.55.803 Learner Access

(2) In developing curricula in all program areas, the board of trustees shall consider ways to:
(h) provide books and materials which reflect authentic historical and contemporary portrayals of American Indians;

Program Foundation Standard

Incorporate in all curricular programs the distinct and unique cultural heritage of American Indians and other cultural groups.

Social Studies Standards

Grade 4 Benchmarks

Identify characteristics of American Indian tribes and other cultural groups in Montana.
Explain the history, culture and current status of American Indian tribes in Montana and the United States.

Recognize that people view and report historical events differently.

Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Identify examples of individual struggles and their influence and contributions (e.g., Sitting Bull, Louis Riel, Chief Plenty Coups, Evelyn Cameron, Helen Keller, Mohandis Ghandi, Rosa Parks).

Recognize local, state, tribal and federal governments and identify representative leaders at these levels (e.g., mayor, governor, chairperson, president).

Identify major responsibilities of local, state, tribal and federal government.

Grade 8 Benchmarks

Identify the significance of tribal sovereignty and Montana tribal governments' relationship to local, state and federal governments.

Compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.

Explain the cultural contributions of and tensions between racial and ethnic groups in Montana, the United States, and the world.

Identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, U.S., and world history.

Summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.

Explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women's Suffrage) may be interpreted differently according the points of view of participants, witnesses, reporters, and historians.

Identify the basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, federal, branches of government).

Apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.

Grade 12 Benchmarks

Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.

Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.

Investigate, interpret, and analyze the impact of multiple historical and contemporary view points concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).

Arts Content Standard 5

Students understand the role of the Arts in society, diverse cultures, and historical periods.

Rationale

It is important for students to be knowledgeable about the nature, value, and meaning of the Arts in the context of their own humanity with respect to community, environment, and culture, including the distinct and unique cultural heritage of Montana's American Indians.

Grade 4 Benchmark

Recognize ways in which the Arts have both an historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.

World Languages Standards

Rationale

To relate in a meaningful way to another human being one must be able to communicate. Studying world languages, whether modern, classical or Native American, enormously increases one's ability to understand culture and to see connections.

...Classical languages and some American Indian languages will often have a different communication focus than modern languages. The standards and benchmarks, designed to encompass all aspects of language learning, are applied as they fit the recognized purpose of the study of a particular language. Oral proficiency is not the major outcome of studying a classical language nor are reading and writing primary outcomes in learning all American Indian languages.

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