

---

**Karuk Community Health Clinic**

64236 Second Avenue  
Post Office Box 316  
Happy Camp, CA 96039  
Phone: (530) 493-5257  
Fax: (530) 493-5270

# Karuk Tribe

**Karuk Dental Clinic**

64236 Second Avenue  
Post Office Box 1016  
Happy Camp, CA 96039  
Phone: (530) 493-2201  
Fax: (530) 493-5364

**Administrative Office**

Phone: (530) 493-1600 • Fax: (530) 493-5322  
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

---

**Request for Proposals****16-RFP-004****For More Information: Lisa Hillman, (530) 627-3446 x 3016, [lisahillman@karuk.us](mailto:lisahillman@karuk.us)****Proposal Deadline: October 21<sup>st</sup>, 2015 no later than 5:00 (Pacific Standard Time)**

The Karuk Tribe requests proposals for the following Scope of Work for qualified vendors to design two (2) two hour lessons to add to the **Karuk Food Security Project's Nanu'avaha K12 Curriculum**. The material content for the 5<sup>th</sup> grade lesson will revolve around the topic of fire regimes: how traditional Native low-intensity burns and their modern counterpart, wildfire suppression, have affected our natural, and consequently, human resources. The material content for the 7<sup>th</sup> grade lesson will be the dietary benefits of a traditional Native diet, the effects of the contemporary altered diet, and the resulting prevalence of childhood obesity and type 2 diabetes in Native Americans. The completed lessons will align with English Language Arts (ELA) Common Core Standards for each grade level and be relatively easy for non-tribal teachers to implement. Copies of related lessons can be viewed at the Department of Natural Resources so that vendors can assess the time they will need to complete the tasks listed below. Awarded Contractor is encouraged but not required to attend the Seasonal Youth Camps and Native Food Workshops as announced to glean testimonials, stories and information regarding material content. Contractor will work with the Food Security Coordinator (Coordinator) to design lessons that meets the needs of the tribal project.

Please note the following: upon contract award, the Contractor will sign the Protocol with Agreement for Intellectual Property Rights of the Karuk Tribe: Research, Publication and Recordings that give all copyrights to this lesson to the Karuk Tribe. Upon formal request and approval by the Karuk Resources Advisory Board, rights may also be shared with the contractor. A copy of this may be requested from the Karuk Department of Natural Resources

**Task One: Researching material**

Contractor will research background information on the Karuk traditional diet, land management practices and the core causes of diet-related diseases. Materials to be referenced include but are not limited to The Effects of Altered Diet on the Health of the Karuk People (Norgaard 2005 – PDF available via internet) and the Karuk Tribe's Eco-Cultural Resources Management Plan (Karuk Tribe 2010 – available on Tribal website).

**Task Two: 5<sup>th</sup> grade lesson plan**

This two hour lesson will address the topic of divergent fire regimes: how traditional Native low-intensity burns and their modern counterpart, wildfire suppression, have affected our natural, and consequently, human resources. Contractor will provide background information for teachers on these issues, drawing from Karuk Tribe's Eco-Cultural Resources Management Plan, and including the contemporary discussion on the Smokey the Bear campaign.

A variety of land management practices with a focus on fire will be presented and explained to students to form the basis of a comparative analysis discussion exercise and repeat key vocabulary introduced earlier in the lesson. Included in the discussion will be the current discussion on the Smokey the Bear message. A PowerPoint or other visual materials will illustrate management activities, such as fire suppression strategies, mechanical and manual treatment of forests, pile burning, cultural burning, etc. Students will be tasked with summarizing the pros and cons of each method on land, air quality, water, cultural resources, and personal safety. Two case studies will be offered from which students will design proposals for land management treatment.

One traditional story in which fire plays a distinctive role will round out the lesson. The lesson will include at least 1 worksheet to reinforce learned vocabulary, and a list of resources that teachers may use to find original and additional class materials, i.e. “J. P. Harrington, International Journal of American Linguistics 6 (1930).” Suggestions for optional activities may be included, not required. The completed lesson will align with English Language Arts (ELA) Common Core Standards and be relatively easy for non-tribal teachers to implement.

### **Task Three: 7<sup>th</sup> grade lesson plan**

This two hour lesson will address the dietary benefits of a traditional Native diet, the effects of the contemporary altered diet, and the resulting prevalence of childhood obesity and type 2 diabetes in Native Americans. Selected passages from The Effects of Altered Diet on the Health of the Karuk People (Norgaard 2005) will form the basis of vocabulary, reading, writing exercises, as well as an open discussion on the modern concepts of Food Sovereignty and Food Justice.

While the completed lesson will align with English Language Arts (ELA) Common Core Standards, contractor will integrate math exercises, when possible, to illustrate the health benefits of a diet rich in Native foods.

Ethnographic accounts of traditional diet and physical health of Karuk people will be integrated into this lesson. The lesson will include at least 1 worksheet to reinforce learned vocabulary, and a list of resources that teachers may use to find original and additional class materials, i.e. “J. P. Harrington, International Journal of American Linguistics 6 (1930).” Suggestions for optional activities may be included, not required.

### **Task Four: Submission**

Contractor will submit drafts via electronic files in Word Document, Calibri 11 point font, to the Coordinator for review by December 1, 2015. Upon receipt of Coordinator’s edits by December 15, Contractor will submit completed lessons by December 23, 2015.

### **Responses to this Request for Proposals should include the following:**

- 1) A statement of qualifications, including relevant project history. Please note that a Bachelor’s Degree in Education, Curriculum Development, Native American Studies, or related educational background is required to qualify vendors for selection. Vendor must also have knowledge of the Karuk traditional history and culture, and be familiar with the Common Core content standards.
- 2) A proposed approach and rationale for completion of the contract tasks described above, including

descriptions of similar work previously completed and the results/benefits achieved.

- 3) A lump sum price, with attached price page per task.
- 4) Names and telephone numbers of three client references.

**Responses must be hand or mail delivered by October 21<sup>st</sup>, 2015 no later than 5:00 (Pacific Standard Time) to:**

Emma Lee Perez, Contract Compliance Specialist  
Karuk Tribe – Administration Office  
64236 Second Avenue  
P.O. Box 1016  
Happy Camp, CA 96039  
Faxes will NOT be accepted  
Emails will be accepted at: [emmaleeperez@karuk.us](mailto:emmaleeperez@karuk.us)

**Indian Preference will apply in the selection process in accordance with the Tribal Employment Rights Ordinance (TERO) and/or Indian Preference Act of 1934 (Title 25, USC, Section 47), based on funding source requirements.**

**All contracts that exceed \$2,500.00 shall be subject to a two percent (2%) Tribal Employment Rights Fee in accordance with the TERO Ordinance.**

**If applicable, construction contracts in excess of \$2,000, when required by Federal grant program legislation, are subject to compliance with the Davis-Bacon Act (40 USC 276a to a-7) as supplemented by Department of Labor regulations (29 CFR part 5).**

**A background check consisting of employment history, professional references, and criminal check may be conducted. Applicants will be required to pass the background check in accordance to the Karuk Tribe Personnel Policy and Federal/State/Tribal requirements.**

**Price Page for 16-RFP-004:**

**Proposal Submitted by:**

**Name:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_ **Fax Number:** \_\_\_\_\_

**Amount requested to be compensated for each task:**

- Task 1: \_\_\_\_\_
- Task 2: \_\_\_\_\_
- Task 3: \_\_\_\_\_
- Task 4: \_\_\_\_\_

**List previous experience regarding curriculum development, teacher training, and presentations for activities below:**

---

---

**List up to three references with phone numbers below:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**Other Comments:**

---

---

Indian Preference will apply in the selection process in accordance with the Indian Preference Act of 1934 (Title 25, USC, Section 47) and/or the Tribal Employment Rights Ordinance (TERO), based on funding source requirements.

All contracts that exceed \$2,500.00 shall be subject to a two percent (2%) Tribal Employment Rights Fee in accordance with the TERO Ordinance.

If applicable, construction contracts in excess of \$2,000, when required by Federal grant program legislation, are subject to compliance with the Davis-Bacon Act (40 USC 276a to a-7) as supplemented by Department of Labor regulations (29 CFR part 5).

A background check consisting of employment history, professional references, and criminal check may be conducted. Applicants will be required to pass the background check in accordance to the Karuk Tribe Personnel Policy and Federal/State/Tribal requirements.