

ESSENTIAL: 9TH THROUGH 12TH GRADE

Standard 1. CULTURE - Nistahakees

Din4 be'iina' d00 bi'1'1l'8' b7hoo aah. Culturally-knowledgeable Navajo children are well grounded in the cultural heritage and traditions of their people, history and land. Din4 1[ch7n7 Din4 k'ehgo na'nitin y44 h0sind00 yee had7t'4ego, yee bik'eh0l=- doo[ee[, 7nda binahj8' bik4yah yaa'1kon7zin doolee[.

Students who meet this cultural standard are able to:

SIC E1. Identify him/herself appropriately through Navajo concept of k'4his/her clan family members demonstrating an understanding of 1d1hozd7lzin 1d1n ts1h1kees, k'4zh n7dzin d00 1d1 hozd7lzin d00 jijooba'go ho[7l9.

Content: 1d0on4'4 7dl9 self, family, friends, home, community, Navajo Philosophy of Life
Students will:

- PO1. identify and analyze the influences of Navajo kinship relationship and cooperation, not limited to undermining traditional restrictions and marriage practices (e.g., inappropriate physical contacts, sibling teasing, in-law avoidance, role of a mother-in-law, and responsibilities of the husband and wife);
- PO2. exemplify on the origin of Navajo clans and the adopted clans (k'4ts'0s7) baahane'; make analogies of the historical significance of the clans;
- PO3. classify Navajo clans into an appropriate clan family; explain the differences between adopted clan (k'4ts'0s7) and traditional 1d0one'4 7dl9;
- PO4. compare and contrast the Navajo traditional clan family baahane' with that of other ethnic family history (hane'); exemplify an understanding of the significance and purpose of the guardian animal and cane assigned to each clan;
- PO5. discuss and identify conditions and motivations that contribute to conflict. Cooperation and interdependence among groups, societies and nation; and
- PO6. research, discover resemblances and document how groups and organizations encourage unity and deal with diversity to maintain order and security .

SIC E2. Assume responsibilities for their role in relation to the well-being of the home-community cultural environment which form life-long obligations and increase understanding the Navajo concept of 1d1nts1h1kees d00 1d1nahat'1 doo iin1 1d1 1j7l44h.

Content: avajo family values and practices
Students will:

- PO1. derive meaning from personal association, cooperation and participation in the Navajo clan kinship system (Din4 Be'o'ool'88[) by defining a place and a role in the family clan structure;
- PO2. theorize and conceptualize collective bargaining and corporate decision making practices by the Navajo family in the past; compare and contrast concepts to individual concerns and competitive living in the contemporary Indian society;

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- PO3. research, analyze and compare effectiveness of corporate living, compassion for all and the value of family survival practiced by the more traditional Navajo to adapt competitive living of the younger generation (e.g., significance of traditional proposal for marriage to today's contemporary marriage and family responsibilities and values practiced);
- PO4. research, analyze and describe effectiveness and the ineffectiveness of the current Navajo Judicial system and the traditional peacemaking practices used to resolve conflicts and to apply justice to crimes;
- PO5. describe the purpose of government and how its powers are acquired, used and justified at the local, state, tribal and federal level (e.g., Indian Citizenship Act, the first community chapter type meeting, Navajo Constitutional Assembly);
- PO6. analyze and discuss the governmental mechanisms used to meet the needs and wants of citizens (e.g., regulate territory, manage conflict, establish order and security at local, tribe, state and federal level);

Units: Navajo history: "No tax, No vote", Wheeler-Howard Bill, 1937 Grazing Program

- PO7. compare and analyze the ways nations and organizations respond to conflict between forces of unity and forces of diversity (e.g., Arizona Boundary Act of June 14, 1934, Taylor Grazing Act, Navajo as wards of the federal government);
- PO8. become familiar with the tribal governmental structure (1940 to the present); formulate written Navajo history at various periods reflecting own understanding: transitions, assimilations and total embrace of the European culture and progress;
- PO9. interpret and articulate the concepts of the Navajo Nation Tribal Codes and Titles; participate in the local community development planning through the understanding of Title II (Local Governance Act).

Activities: Generate resources: video recording of grazing, housing, PTA, community planning meetings and/or interviews.

SIC E3. Recount their own genealogy, family clan names and their migration route into the present location for personal clan family history and to develop and strengthen 1d44hoj/lzin.

Content: history , social studies and geography

Students will:

- PO1. recount their family descendent according to Navajo cultural heritage in contrast to European views;
- PO2. research, analyze and interpret archeological studies and findings on Indian migration and settlements through available resources (Navajo Nation Museum and Library Center, internet, e-mail, web site and local consultants);
- PO3. theorize and conceptualize the patterns of change in the indigenous societies in American up to the Columbus voyages (e.g., group living, qualities required to become a tribal headmen, Navajo War and Peace Naat'lanii);

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- PO4. compare and contrast traditional and contemporary family value practices, mobility, clothing and language structure of other ethnic groups (e.g., Diné, Navajo, Alaskan Natives, Mexican, Apache, Utes, Pueblo and Anglos);
- PO5. compare and contrast traditional and contemporary health and healing practices of the Navajo people (e.g., smallpox, 1912; tuberculosis epidemic, 1940; HIV/AIDS and diabetes, 1990; understand the purposes for unification of ceremonies; [n1shjini] hat111, dzi[l'ij] hat111 and the most recent adoption of A'zee' Bee Nahagh11j Hat111 (Native American Church of Navajoland);
- PO6. explain the common elements of Indian societies such as gender roles, family organization, religion, values and compare their diversity in languages, shelter, labor systems, political structures and economic organization; and
- PO7. understand the differences and similarities among Africans, Europeans and Native Americans who converged in the western hemisphere after 1492.

SIC E4. Acquire and pass on the traditions of the community through oral and written history as to practice na'nitin d00 na'1zhdintin.

Content: history, social studies, civics and government

Students will:

- PO1. conduct interviews and document information on past leaders and historical events that are of significance to the people's history;
- PO2. research, sequence and produce a historical document on the community and make available the materials for school and community use;
- PO3. research and develop a document containing history on significant place names and notable people after which the places received their names within the communities;
- PO4. research, analyze and produce a historical document on influences and traits assimilated from other tribes into Navajo arts, ceremonies, languages, creation of new clans, etc.;
- PO5. discuss topics of interest in the Navajo language, include use of geographical terms, historical facts, mathematics and scientific concepts and information (e.g., signing of the Treaty of 1849 at Canyon de Chelly, building of forts on Navajo county, the first Navajo agent-Henry Chee Dodge, 1853);
- PO6. compare and contrast domineering ideas, values and attitude associated with religious beliefs and practices, traditional gender roles, attitude toward nature and environment (e.g., Treaty of Laguna Negra, that established a fixed boundaries for the Navajo);
- PO7. understand the factors affecting the course of local, regional, tribal disputes and contributing to the settlement and resolutions (e.g., Navajos attack on Fort Defiance, The Long Walk, Captivity at Hw44ldi, Washington peace meetings); and
- PO8. understand the factors that lead to the signing of the Treaty of 1868 and other tribal, state and federal policies and the strategies for survival by the American Indians.

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SIC E5. Demonstrate an understanding of the traditional roles and responsibilities to the surrounding environment such as nahasdʒiɬn, naaldlooshii, nanise', n[ɬ'ɪ d00 t0 baa 1h1y1.

Content: Interdependency and dependency on a healthy environment

Students will:

- PO1. research and explain the impact that humans have on animals, vegetation and the natural order and system over time (e.g., endangered species, overpopulation, laws and government regulations, proper disposal of oil, batteries, tires and hazardous waste material);
- PO2. compare and contrast issues related to traditional sacredness of animals, plants and the natural elements; exemplify the cultural restrictions involving disturbance of the natural orders (e.g., tribal zoo, museum, milling, lumber business and preserving sacred sites);
- PO3. research, develop and propose solutions to issues and problems identified by concerned citizens (e.g., overgrazing, dropping of water table, control weeds and poisonous plants, Hopi and Navajo relocation issues, community economic development issues);
- PO4. prepare a research-based analysis of current issues from the perspective of the traditional leaders, environmentalist, soil and water conservationist and from the Navajo Nation Department of Resources regarding compliance with laws and regulation on care of land, water, air, plants and sacred sites;
- PO5. apply a cultural understanding and a scientific method to teach proper respect and care of the environment and its natural habitats;
- PO6. use a scientific method, analyze and provide data on a variety of plants used for herbal healing; understand the contributions of botany to the fields of medicine; and
- PO7. develop an understanding for science inquiry as a specific process/framework for investigating natural phenomena in order to infer how similar, but not necessarily identical, processes involving skills such as acute observation, formulation of hypotheses, classification, measurement and communication used by various American Indians in the past to investigate and explain natural phenomena.

SIC E6. Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who are the Navajo people and how do they relate with the world around them to strengthen the understanding of 1dahozdʒiɬin, 1d4ʒhozdʒiɬin d00 bee ch1nah jʒiɬd00 beejiiɬn.

Content: Navajo Philosophy for Living

Students will:

- PO1. actively promote the preservation of the Navajo language and culture studies through publication and the use of visual/auditory media;
- PO2. actively promote the preservation of the traditional family values and practices through variety of activities (e.g., plan and design the school horticulture and agriculture program to provide hands-on experiences, plan and design a culture center and generate culture resources: video recording, slides, booklets);

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- PO3. interact with Navajo speakers at community cultural events and participate in social activities to strengthen relationship with people and relatives; and
- PO4. demonstrate an understanding of the traditional Navajo cultural activities, practices and beliefs associated with various events.

Standard 2. CULTURE – Nahat’1

Culturally-knowledgeable Navajo students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life. Din4 1[ch7n7 t’11b7 1d1 nahat’1a doolee[d00 t’11b7 na’1k’7y1lti’ doolee[.

Students who meet this cultural standard are able to:

S2C E1. Identify him/herself appropriately to his/her clan family members through the understanding of the traditional Navajo concept of *k’4*, a valued reflection of 1di[j7d19 (self value), ho[’719 (respect), jijooba’ (care), 1h44hjidindzin (being thankful), 1d1 hozhd7lzin, 1daa’1hojil73 (taking care of yourself) d00 t’11ho 1k’injildzil (becoming self sufficient).

Content: integrate all content areas

Students will:

- PO 1. exercise appropriate public appearances and public speaking skills while demonstrating cultural knowledge in proper introduction of self;
- PO2. use cultural knowledge of the Navajo clan system to research their clan family history and record it for personal family use;
- PO3. demonstrate an understanding of a clan family role, status and social class in describing the interactions of individuals and social groups;
- PO4. describe how a group, a family, a religious affiliation, gender, ethnicity, socio-economic state and cultural influences can and may contribute to the development of a sense of self;
- PO5. analyze the role of perception, attitude, value and belief in the development of personal identity; and
- PO6. examine, analyze and relate factors and issues in the contemporary Navajo society that contribute to behavioral-mental disorders and understand the importance of Protection Way Teachings (e.g., doo 1j7[’%da, doo 1j7n7ida, doo t’11’adzaag00 y1j7lti’ da, d00 doo t’11’adzaag00 nits7dz7keesda).

S2C E2. Acquire insights from other cultures without diminishing the integrity of their own traditional understanding of 1d44zhdi’n7t3, 1k’izht’7t3 d00 1daa’1hwiindzin, 1daa’akozh niidz99’ (reaching for self actualization) d00 hoj77y22d, d00 h0dz3 ho[b44h0zin (maturing and matured).

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Content: social studies, Navajo Way of Living,
Students will:

- PO1. analyze and explain how various groups, societies and culture systems might address human needs and concerns;
- PO2: identify and discuss the meaning of ethical and non ethical behaviors and practices in the Navajo clan system from the traditional perspective;
- PO3. predict how information and experiences may be interpreted by people of diverse cultural perspectives and frame of references (e.g., the process of acculturation of American Indians through the formal education system, christianization, political influences, forced relocation);
- PO4. examine how cultural diversity, language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture;
- PO5. compare and contrast how personal connections to time, place and social cultural systems takes place (e.g., boarding school, trading post, enlisted veterans, railroad employment, farm employment and mixed marriages);
- PO6. compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change (e.g., trading with neighboring tribes, celebrations: birthdays, Christmas, Thanksgiving, Easter, graduation);
- PO7. demonstrate the value of cultural diversity , as well as cohesion, within and across groups; identify cultural adoption/adaptation and how they have transformed the traditions and cultures of the American Indians; and
- PO8. compare and contrast what happens when two different cultures meet (e.g., reconstruct the traditional way of life before European contact, during Spanish-Mexican and American invasion; review "Roots" an African account of cultural submission).

S2C E3. Make effective use of the knowledge, skills and ways of knowing from his/her own cultural traditions to understand the larger world through the Traditional concepts of bee hazhd7t'4 (formed character make up), bee hanaanish h010 (economically sustainable), bee haghan h010 (own a home) d00 bee jiin1a doo[ee] (self supporting economically).

Content: science, geography, civics, government, technology
Students will:

- PO1. acknowledge and contrast cultural heritage or discuss and debate a specific cultural concept (e.g., respect for vegetation and wildlife, cultural values associated with understanding and respecting laws and rules for events and activities);
- PO2. apply precautionary measures in educational projects in accordance to understanding traditional concepts of showing respect for nature (e.g., abide by traditional customs and consensus in maintaining cultural values and harmony in performing science projects);

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- PO3. use knowledge of physical system changes such as seasons, climate, weather and the water cycle to explain geographical phenomena (e.g., compare and contrast the Greek mythology and the Navajo literatures on winter-summer solstice, spring-fall equinox, solar-lunar eclipses, phases of the moon, constellation patterns);
- PO4. describe and compare how people create places that reflect culture, human needs, government policies, current values and ideals as they design and build specialized building, neighborhoods, shopping centers, urban centers, industrial parks; and
- PO5. describe, differentiate and explain the relationships among and between various regional and global patterns of geographic phenomena such as land forms, soil, climate, vegetation, natural resources and population.

Resources: The Navajo Nation Division of Natural Resources, surveyors, the County Soil/Water Conservation District Offices, Department of Agriculture Extension Offices

S2C E4. Demonstrate a determination to succeed and obtain a desired goal regardless of terms and conditions as to understand T'11 h0'1j7t'4igo' (implication of self motivated assertiveness; making appropriate choices; taking the necessary actions; and accomplishing desired tasks).

Content: social studies, Navajo Way of Life

Students will:

- PO1. demonstrate and follow through with goal setting with school and personal tasks and other community activities;
- PO2. demonstrate and share acquisition of knowledge and skills amongst peers and colleagues through presentation of projects;
- PO3. apply concepts such as role, status and social class in describing the connections and interactions of individuals, groups and institutions in society (e.g" traditional practitioners, female leaders, young leaders, elders at the senior centers, professional people);
- PO4. analyze group and institutional influences on people, events and elements of culture in both a historical and a contemporary settings to identify harmonious balanced characteristic of people;
- PO5. examine and describe belief systems basic to specific traditions and laws in contemporary and historical movements through values clarification activities; and
- PO6. explain and apply ideas and modes of inquiry drawn from behavioral science and social theories in the examination of persistent issues and social problems; utilize community health workers, Women and Infants Program, Department of Behavior Health, Department of Economic Security, Department of Youth, local churches and community chapter leaders, etc,

S2C E5. Identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community and reflecting on the traditional understanding of nahasdz11n, t0, n7[ch'i d00 nanise' a[taas'47 d00 naadlooshii baa'1h1y3.

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Content: technology, economic, civics. Navajo principles and values

Students will:

- PO1. identify how the scarcity of productive resources (e.g., human, capital, technological, and natural) relates to the development of economic systems and to making decisions about community and regional development (e.g., local governmental structure. Design and implement community ordinances, generating community revenues);
- PO2. perform studies using contemporary approaches and methods to bring about change and convenience in rising economic status on the Navajo reservation (e.g., land use plan for community development, improving grazing management. short and long range plan in the preservation of land, forest, water and sacred historical sites);
- PO3. study, make predictions and present rangeland preservation plan that would best meet the needs for rangeland management for the community and/ or tribal resource departments;
- PO4. analyze the role that supply and demand. prices. incentives and profits play in determining what is produced and distributed in a competitive market system (e.g. , stuffed teddy bears, a trademark of the Navajo Co-op of Thoreau-based business; Navajo Agriculture Product Industry production of cattle for beef; potatoes and corn for chips);
- PO5. compare how values. principles, habits and beliefs influence economic decisions in various societies;
- PO6. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; and
- PO7. research possibilities in implementing economic development through projects: casino resort areas. tourism/vendor villages, restaurants. motels, apartments and speciality stores to promote understanding the importance of small businesses.

Standard 3. CULTURE – lin1

Culturally-knowledgeable Navajo students are able to actively participate in various cultural events and activities in their environment.

Students who meet this cultural standard are able to:

S3C E1. Identify him/her self using the Navajo clan system to relate to his/her clan family members and exemplify the understanding of the traditional Navajo concept of *k'e*, a reflection of 1di|j7dl9, h0['7l9 ah44h jidindzin d00 h1'1hwiin7t'997, jijooba' / hwee'ajooba' h0l=d00 1d1 hozhd7lzin.

Content: social studies. civics. humanities

Students will:

- PO1. compare and contrast traditional Navajo concept of *k'4* with comprehensive methods and approaches for developing the concept of teamwork and becoming a team player;

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- PO2. develop school and community projects to strengthen the concept of becoming a strong team player through the understanding of *k'4*;
- PO3. render community services to strengthen self identity , personal values and cultural traits (e.g., cut firewood, do yardwork, adopt a grandparent, handicapped person, mentor, tutor, serve as a big sister /brother to younger children, adopt a park, a lake, a highway); and
- PO4. research and obtain historical information on Navajo Peacemakers Court system and explore the methods and activities used in resolving conflicts.

S3C E2. Participate in subsistence activities in ways that are appropriate to local cultural social events, activities, celebrations, performing arts, crafts, ceremonies).

Content: history, social studies, science, technology, fine arts

Students will:

- PO1. show through specific examples how science and technology have changed people's perceptions of the social and the natural world, such as the interdependency of the land, wildlife, vegetation, economic needs, human needs, wants and security (e.g., modern conveniences, declination of the livestock owners, an increase of the blue collar workers, use of cellar phones, beepers, e-mail);
- PO2. identify and describe both current and historical examples of the interaction and interdependency of science, technology and society in a variety of cultural settings (e.g., solar panels, human organ transplant, blood transfusion, understanding the hanta virus disease, direct deposit and bank cards usage for social security recipients);
- PO3. analyze how science and technology influences the basic values. beliefs and attitudes of society, and how these values shape scientific and technological change;
- PO4. explain how language, art, music, belief systems and other cultural elements can facilitate glabal understanding and/ or cause misunderstanding;
- PO5. analyze the cause and effect, consequences and possible solutions to persistency, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality; and
- PO6. analyze cultural values and knowledge of physical system changes (e.g., the phases of the moon, lunar and solar eclipses, significance of the constellation patterns to the Navajo and to other ethnic group,s global warming, cloning of plants, animals and possibly humans, use of ultra sound to determine the sex of the unborn child).

S3C E3. Understand the Navajo cultural values in the virtues of proper fitness in a sound state of mentality, physical being, spirituality and nutritious health in self identity and understanding “Sa’2h Naagh17 d00 Bik’eh H0zh00n”.

Content: Navajo Philosophy for Healthy Living

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Students will:

- PO1. understand the anatomy of the human body and identify the parts in the English and Navajo language;
- PO2. conduct interviews with elders and traditional practitioners to understand the cultural concepts of the human anatomy and development (e.g., Diyin Dine'4 niidl9, "We are the Holy People", Diyin k'ehgo 1nhi'diilyaa, "We are created in spirit sacredness", nts7ikees d00 y4ilti' 47 bee 1d1 nahodiit'1, "With the ability to process thoughts into words, we plan our life";
- PO3. conduct interviews with traditional practitioners to gain information on the cultural concepts of femininity and masculinity in all things in the environment (e.g., hogans, cradle board, wedding basket, corn pollen, arrowhead, earth, sky, star patterns);
- PO4. apply an understanding of Navajo culture as an integrated whole that explains the functions and interactions of language in literature, the arts, traditions, beliefs, values and behavior patterns; understand that language makes the People's culture;
- PO5. compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change within community and tribes (e.g., Navajo social song and dance, intertribal pow wow, tribal fairs/rodeos, Navajo queens/princesses and traditional ceremonies); and
- PO6. construct rationalized judgments in and about specific cultural responses to persistent human issues and social problems (e.g., child support laws, childrens' rights, family, tribal values, Indian child adoption laws).

S3C E4. Make constructive contributions to the governance of their community and the well-being of their family. Yee 1d1nahat'1a doolee[, yee had7t'4e doolee[, d00 yee hin1a doolee[.

Content: civics, government, social studies, and history

Students will:

- PO1. explain the purpose of government and analyze how its powers are acquired, used and justified (e.g., United States and various Indian Government including Navajo Nation);
- PO2. analyze, explain and role play various mechanisms used to meet needs and wants of citizens (e.g., regulate territory, manage conflict, establish order and security and balance competing conceptions of a just society);
- PO3. examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare (e.g., study of allotted lands, grazing issues, economic development, Local Governance Act and sovereignty issues);
- PO4. compare and analyze the ways nations and organizations respond to conflict between forces of unity and forces of diversity (e.g., adoption of Indian Children, water rights, business laws, and Indian sovereignty);
- PO5. compare different political systems (their ideologies, structure, institutions, processes and political cultures) with that of the Navajo Nation government;

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- PO6. evaluate the extent to which local government achieve their stated ideals and policies for the community and the nation; and
- PO7. prepare, present and defend a public policy paper before an appropriate forum in school, community and the nation (e.g., Navajo language will be the language of Navajo government).

S3C E5. Attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being. ! d1nts4kees doolee[, sh1nah nil9d00, 1di[nidl9 doolee[d00 bitah y1' 1hoot'4eh doolee[.

Content: history , physical health, Navajo Principles and Values

Students will:

- PO1. articulate personal connections to time, place and social-cultural systems utilizing personal poems, songs, literature, etc.;
- PO2. identify, describe and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- PO3. describe how family, religion, gender, ethnicity, socioeconomic status, other groups and cultural influences contribute to the develop of a sense of self (e.g. , utilize auto-biography of Indian people that have reached a goal on the base of T'11h0 1jt'eego);
- PO4. apply concepts, methods and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception and personality;
- PO5. examine the interactions of ethnic, national or cultural influences in specific situation or events (e.g., pledge of allegiance to the flag, stand for the national anthem, providing an invocation and benediction for opening and closing of an event); and
- PO6. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity .

S3C E6. Enter into and function effectively in a variety of cultural settings.

Content: Navajo Principles and Values

Students will:

- PO1. compare and evaluate traditional concepts of getting things done independently and cooperatively within groups to accomplish goals utilizing the concepts of *k'4*;
- PO2. analyze and explain the ways groups, societies and cultures address human needs and concerns;
- PO3. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understandings (e.g., analysis of Navajo cultural values);
- PO4: compare ways in which people from various cultures deal with their physical environment and social conditions (e.g., Apaches, Alaskians, Mohawks); and

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PO5. explain why individuals and groups respond differently to their physical and social environments and/or changes to their shared assumptions, values and beliefs.

Standard 4. CULTURE - Sihasin

Culturally-knowledgeable Navajo students, through knowledge of the Navajo principles and values: nitsahakees, nahat'a, iina d66 sihasin, demonstrate an appreciation for relationships and understanding of the processes of all elements interacting in the world around them.

Students who meet this cultural standard are able to:

S4C E1. Identify him/herself in relation to his/her clan relationship through the understanding of the Navajo traditional concept of *k'4*, a reflection of 1d1nahojit'11d00 d1hozdlzin d00 1d1nts7j7kees and conceptualization of extending *k'4* to the physical and the natural environment.

Content: Navajo Philosophy for Living

Students will:

- PO1. introduce self properly as a newcomer; provide a brief family history and location of residence; provide a brief summary of what the family is known for in reference to building relationships and kinships on;
- PO2. apply concepts such as roles, status, and social class in describing the connections and interactions of individuals or groups in dual society (e.g., eldest person in the clan family has an important role to the clan possession; mother's brother serves as the family advisor - counselor) ;
- PO3. analyze group and organizational influences on people, events and elements of the culture in both historical and contemporary settings (e.g., boarding school experiences, missionary invasions, traditional healing activities, Navajo social song and dance); and
- PO4. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups (e.g., tribal election activities, chapter governmental functions and the use of peacemaking through concepts of *k'4*);

S4C E2. Recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them as reflected in their own cultural traditions and beliefs as well as those of others.

Content: Navajo Principles and Values, history

Students will:

- PO1. examine and describe various belief systems basic to specific traditions and laws in contemporary, historical and traditional movements (e.g., traditional concepts of herbal healing, Navajo chanters, crystal gazers and Native American Church practices);
- PO2. analyze the extent to which groups and organizations meet individual needs and promote the common good in contemporary, historical and traditional settings (e.g., schools, businesses, churches, tribal programs, governments);

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- P03. investigate, apply ideas and modes of inquiry drawn from behavior/mental, science and social theory in the examination of persistent issues and social problems (e.g., alcoholism, substances abuse, domestic violence, poverty, disease);
- P04. apply economic concepts and reasoning when evaluating historical, traditional, and contemporary social developments and issues (e.g., needs for electricity, proper plumbing, better roads, homesite needs of young families, comprehensive plans for health and education);
- P05. distinguish between the domestic, tribal and global economic systems, and explain how they interact (e.g., Navajo Agricultural Products: hay, potatoes, beans, onions, pumpkins; Tohono O'odham Tribal production of cotton, now used as based for silk; Apache cattle production and trade, Navajo Wool Product); and
- P06. apply knowledge of production, distribution and consumption in the analysis of a public issue such as the refinement of oil; production of Navajo Nation gasoline; production of corn and potato chips; production of woolen blankets; devise a plan for accomplishing a desirable outcome related to the issues.

S4C E3. Understand the ecology and geography of the land the Navajo inhabited home, local community , local chapter area, district, agency and reservation.

Content: geography, math, science, ecology, history

Students will:

- PO1. refine mental maps of locales, regions, reservation and the world that demonstrates understanding of a relative location as in direction, size and shape (e.g., Din4tah, Navajoland expansion through Executive Orders and purchases, the region within the sacred mountains);
- P02. create, interpret, use and synthesize information from various representation of the earth, such as maps, globes, and photographs (e.g., to study clan migration into the southwest, Utah, Colorado and New Mexico; additions to the Navajo reservation through numerous executive orders, 1878-1934);
- P03. use appropriate resources, data sources and geographic tools (e.g., aerial photographs, satellite images, geographic information systems (GIS), map projections and cartography); generate, manipulate and interpret information (e.g., atlases, data bases, grid systems, charts, graphs and maps);
- PO4. describe, differentiate and explain the relationships among various regional and global patterns of geographical phenomena (e.g" land forms, soils, climate, vegetation, natural resources and population);
- PO5. examine, interpret and analyze physical and cultural patterns and their interactions (e.g., land use, community developments, cultural transmission of custom, ideas and ecosystem changes);

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- PO6. describe and assess ways that historical events have been influenced by or have influenced physical and human geographical factors in local, regional, national and global settings (e.g., the Trail of Tears, Wounded Knee, the Black Hills, Navajo-Hopi Relocation and the Long Walk); and
- PO7. evaluate, compare and propose alternative policies for the use of land and other resources in the community, regions, nations, state and/or world (e.g., community sand and gravel pits, identify historical sacred sites, National Monuments, coal mining, family grave plots),

S4C E4. Demonstrate an understanding of the relationship between world view and the way knowledge is formed and used; be able to compare the understanding of this relationship with traditional Navajo way of life.

Content: Navajo Principles and Values, science, technology, social studies

Students will:

- PO1. identify and describe both current and historical/traditional examples of the interaction and interdependence of science, technology and society in a variety of cultural settings (e.g., analysis of herbal plants and their use; examine traditional belief that the emotional status of a pregnant mother is associated with the emotional status of the unborn child, therefore, pregnant mothers are advised not to attend funerals, observe broken dolls, or destruction of an animal; marriage outside your clan and other mishaps);
- PO2. make judgments about how science and technology have transformed the physical world, human society and the understanding for time, space, place and human-environmental interactions (e.g., negative influences of violence and killing, verses women as sacred life bearer and keeper of a strong family);
- PO3. analyze how science and technology influence the core values, beliefs and attitudes for society, and how core values, beliefs and attitudes of society shape scientific and technological change (e.g., traditionally, home births, breast feeding, father making the cradle board, all belief to have strong connections to raising healthy babies; improper disposal of the placenta and umbilical cord demeans the Navajo value that teaches to behold life as sacred; abortion is an unacceptable practice and is in direct conflict to understanding the sacred meaning of life);
- PO4. evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies and advanced knowledge (e.g., generically engineered plants and animals, the use of DNA to solve criminal cases, detention facilities and correction of youth);
- PO5. recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards and technologies from diverse world cultures; and
- PO6. formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.

Standard 5. COMMUNICATION -Listening and Speaking

ESSENTIAL: 9TH THROUGH 12TH GRADE

Din4 Bizaad bee y1ti' d00 bee ak'i'it88h. Culturally-knowledgeable students engage in conversations, provide and obtain information, express feelings, emotions, ideas and exchange opinions.

Students who meet this cultural standard are able to:

S5C E1. Identify him/herself in relation to his/her clan family relations through the understanding of the traditional Navajo concept of *k'4*, a reflection of 1di[j7dl9, 1d1nahat'1, 1d1 hozd7lzin, d00 1d1nitsj7kees.

S5C E2. Listen for meaning and gain information in discussions and conversations in both English and Navajo language.

S5C E3. Listen to American Indian stories told in the oral tradition and be able to retell them to experience language in which the story was told.

S5C E4. Speak coherently, conveying ideas in discussions and conversations in both English and in the Navajo language.

S5C E5. Speak Navajo, using language flexibly for a variety of purposes.

S5C E6. Read fluently and independently in the Navajo language.

S5C E7. Use variety of strategies to gain meaning from the Navajo text.

S5C E8. Analyze and interpret information from stories from other Indian text.

S5C E9. Locate and use a variety of texts to gain information.

S5C E10. Be familiar with American Indian literature for children, especially with that pertaining to the Navajo tribe and literature written by Navajo and Indian authors.

S5C E11. Understand the significance of languages and cultural difference and the contributions to society (e.g., the Navajo Codes used in WWII; names of states, town, rivers and streets; idioms used in various languages).

S5C E12. Deliver a polished speech that is organized and well suited to the audience; use resource materials to clarify and defined positions.

S5C E13. Deliver an impromptu speech that is organized; addresses a particular subject and is tailored to the interest of the audience.

S5C E14. Deliver oral interpretations of literary or original work.

S5C E15. Conduct an interview, taking appropriate notes and summarizing the information learned.

S5C E16. Evaluate the effectiveness of informal and formal presentations inclusive of illustrations, statistics, comparisons and analogies.

ESSENTIAL: 9TH THROUGH 12TH GRADE

S5C E17. Use clear and concise language when presenting analytical responses to literature, conveying technical information and explaining complex concepts and procedures.

S5C E18. Communicate information expressively, informatively and analytically through a variety of media inside or outside of school.

S5C E19. Evaluate and improve personal communication skills.

S5C E20. Use different forms of Navajo language to communicate.

S5C E21. Use the oral convention forms of the Navajo language with increased accuracy.

S5C E22. Speak in an organized and coherent manner.

S5C E23. Demonstrate increasing control of oral Navajo language.

S5C E24. Exemplify understanding of oral presentation in the Navajo language.

Standard 6. COMMUNICATION - Writing and Reading

Din4 Bizaad bee ak'e'elch7 d00 w0lta'. Culturally-knowledgeable Navajo students are able to communicate in written form and engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

S6C E1. Identify him/herself in relation to his/her clan family relations through the understanding of the traditional Navajo concept of *k'4* a reflection of 1di[j7dI9, 1d1nahat'1, 1d1 hozd7lzin, d00 1d1 nits7j7kees.

S6C E2. Identify people and objects in the environment based on oral and written descriptions.

S6C E3. Understand the main ideas and themes, as well as some details, from diverse, authentic, ability-appropriate spoken media (e.g. radio, television, live presentation) on topics of personal interest.

S6C E4. Understand the content of ability-appropriate source on familiar topic (e.g. personal letters, pamphlets, illustrated newspaper, magazine articles and advertisements).

S6C E5. Recognize and understand non-verbal cues when listening to or observing a user of Navajo language.

S6C E6. Recognize characteristic features of an author's literature style in the Navajo language.

S6C E7. Understand the main ideas and significant relevant details of culturally significant songs, folk tales, comedy, and anecdotes in the Navajo culture.

ESSENTIAL: 9TH THROUGH 12TH GRADE

S6C E8. Write letters to peers in the Navajo language describing and analyzing current events of mutual interest.

S6C E9. Use various forms of writing to communicate.

S6C E10. Use the conventions of written Navajo language with increased accuracy.

S6C E11. Write In an organized and coherent manner.

S6C E12. Write, reread, reflect and make revisions.

S6C E13. Proofread rough drafts and make corrections in mechanics.

S6C E14. Show increasing control of Navajo spellings.

S6C E15. Show understanding of research writing in the Navajo language.

S6C E16. Know that native people have forms of writing (e.g., wampum belts, quipus, pictographs, Cherokee syllabary).

S6C E17. Present information In the Navajo language on topics of shared personal interest in one's daily life at home or school (e.g., brief reports to the class, tape or video recorded messages).

Standard 7. COMMUNICATION – Viewing and Presenting

A[’aan 1daat’4igo naalkid7 doo dan7l’98go bee 7dahoo’ aah1g77 Din4 1[ch7n7 yinahj8’ d00 yee 7dahool’ aah doolee]. Culturally-knowledgeable Navajo students will use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others having conceptualized Protection Way Teachings: Doo t’1adool4’4 ay0o bich’8’ ni’j7l98da (avoid being overly hesitant), na’1d7zhn7taahgo al’9 (accept challenges with motivation), doo ay0o y1zhn7zinda (avoid being extremely shy), doo ay0o t’11na’nile’dii’ y1j7[ti’ da (avoid speaking harshly).

Students who meet this cultural standard are able to:

S7C E1. Exchange information with elders on the Navajo culture.

ESSENTIAL: 9TH THROUGH 12TH GRADE

S7C E2. Use appropriate oral language for everyday communication in Navajo.

S7C E3. Explore the history associated with traditional Navajo ways (e.g., food preparation).

S7C E4. Participate in traditional activities and learn language associated with those activities.

S7C E5. Plan, develop and produce a visual presentation, using a variety of media (e.g., video, films, newspapers, magazines and computer images).

S7C E6. Compare, contrast and establish criteria to evaluate visual media for purpose of effectiveness.

S7C E7. Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision-making and cultural perceptions.

S7C E8. Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media.

S7C E9. Analyze and evaluate the impact of visual media on the intended audience.

S7C E10. Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media.