

FOUNDATION: 5TH THROUGH 8TH GRADE

Standard 1. CULTURE – Nits1h1kees

Din4 Bi'iina' d00 Bi'1'11'8 B7hoo aah. Culturally-knowledgeable Navajo students are well grounded in the cultural heritage and traditions of their people, history and land. Din4 1[ch7n7 yee had7t'44doo, yee bik'eh0l=- doolee[d00 yee bik4hyah yaa'1kon7zin doolee[.

Students who meet this cultural standard are able to:

S1C F1. Identify him/herself in relation to his/her primary and extended clan family and display an understanding of 1d44hozd7lzin, 1d1nts7j7kees, k'4jdidinidzin, jijooba' d00 1d1hozd7lzin.

Content: 1d0one'4 7dl9, self, family, friends, home, history

Students will:

- PO 1. demonstrate social, cultural and historical understanding of their own extended clan family history through maternal and paternal context;
- PO2. use correct kinship terms with extended clan family members, students, staff and community people (e.g., shim1 y1zh7, shiy11zh, shid1'7, shib7zh7, shizhe'e y1zh7, shizeed7, sh7ma s1n7, shicheii, schin117 asdz11n d00 shin117 hastiin);
- PO3. analyze a particular cultural event (e.g., naming, first laugh, anointing of corn pollen, traditional puberty and wedding celebration, appropriate teasing from grandmothers and uncles); understand the logic for an individual of a different culture to respond to it differently;
- PO4. explore, discuss and provide a personal interpretation of: "Nihook11 Diyin Dine'4 niidl9 (we are the holy people of the earth) Diyin Dine'4 saad d00 nits1h1kees nihaiin7l1 (the Holy People gave to us our language and the ability to process thoughts into words). Dzil t'11 d99'go sinil7g77 47 nihighan 1t'4 (the surrounding Four Sacred Mountains make our home); understand the Din4 Philosophy of Education Statement): Sa'2h Naagh17 Bik'eh H0zh0onii k'ehgo 7hoo' aah;
- PO5. articulate the implications of cultural diversity , as well as cohesiveness, within and cross groups at local level;
- PO6. demonstrate an understanding that migration of people at different times and places viewed the world and places differently (e.g., the People in Din4tah and the People's first contact with the Pueblos, Utes, Apaches and Spanish-Mexican 1400-1600, the People immersed into the western culture today);
- PO7. identify ways in which culture influence people's perceptions of places and regions (e.g., Hopi on the Mesa; Navajo within the Four Sacred Mountains; Apache in the White Mountains);
- PO8. compare and contrast different stories or significant occurrences of past events, people, places or situations; identify how they contribute to the understanding of the past (e.g., trading, raiding, the practice of slavery, adoption of clothing style, farming practices, adoption of new words and new clans); and
- PO9. work independently and cooperatively to accomplish goals through the application of the traditional Navajo concept of k'4.

FOUNDATION: 5TH THROUGH 8TH GRADE

S1C F2. Assume responsibilities and roles for the well-being of the home and community cultural activities that form life-long obligations as a community member and understand the traditional concepts of *1d1nts1h1kees d00 1d1nahat'1, doo ay0o h0[h0y4e'da, d00 doo ay0o ni'j7l9da.*

Content: home, school, and community membership

Students will:

- PO 1. understand the roles and responsibilities shared by primary and extended clan family members in the past and recognize how each member contributes to the well-being of a clan family;
- PO2. identify and describe how location, ethnic and national cultures influence individual's daily life (e.g., rural and urban Indians have own perception and understanding of cultural events and occasions);
- PO3. recognize cultural values regarding physical endowment, capabilities, motivation, personality, attitude and behavior in individual development (e.g., early to rise, exercise, meditate to get in touch with the emotional-spiritual self and form healthy eating habits);
- PO4. understand and demonstrate traditional knowledge of the various types of Navajo dwellings and the significance of each (e.g. , make inference to a careful site selection, ground preparation and building the foundation as to building a strong understanding of *1di['7dl9, d00 ho['7l9 d00 1daa'1kohwiindzin*);
- PO5. promote positive attitudes toward conserving the top soil, trees, air, medicinal plants, and water through active participation (e.g., Boys and Girls Scouts, Young Men and Women to Keep the Forest Green, Keep Water, Air, and Range Clean Activist, Mother Earth Club);
- PO6. explain why individuals and groups respond differently to physical and social «environmental changes that are basis of shared assumptions, values and beliefs (e.g., traditionalist, Din4 Care, Save the Wildlife, save the sacred sites, various church organizations);
- PO7. identify and describe the influences of perceptions, attitudes, values and beliefs on personal identity, (e.g., from the Protection Way Teachings: *Doo ay0o saad bee agh1'1zhdool'1ada d00 doo 1k'e'jidl7ida, dad7lzinii jid7sin, doo njichx-'da*); and
- PO8. gather, describe, compile and compare the population data of the community; exemplify by describing the population characteristics In written form and sketches; use a data retrieval chart, organize by human features (e.g., type of economic activity, type of housing, language spoken, cultural activities, religion, and use of leisure time).

FOUNDATION: 5TH THROUGH 8TH GRADE

S1C-F3. Recount their own genealogy, family names, clan and tribal history as to build 1d44hozhd7lzin.

Content: history

Students will:

- PO1. research and produce a *family tree* and a *family history*; identify and illustrate migratory route into the present location;
- PO2. recall and retell the origin of the Navajo original clans with elaborative information on the adopted clans from other tribes and nationalities;
- PO3. recall and review the Navajo oral history, Haji7n47d66 Hane'; analyze, interpret and particulate knowledge of the creatures and events of the black, blue, yellow and the "glittering" (white) worlds;
- PO4. describe and compare ways in which people of various cultures express, influence behaviors and values; relate to and deal with their physical environment and social conditions (e.g., oral history, preservation of their languages, cultures, stories, music, artistic creation, customs, ceremonies);
- PO5. give examples and describe the importance of cultural unity and diversity within and across groups, (e.g., traditionalist, progressive activist, acceptance of cross cultures, creation of new clans); and
- PO6. design a system for decision making and a plan for action-taking on public issues and concerns by exemplifying an understanding for factual cultural knowledge and concepts drawn from historical inquiries.

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 baahane', nits1h1kees, na' nitin, d00 7hoo'aah deed7sin doolee[.

Students who meet this cultural standard are able to:

S2C F1. Identify him/herself in relationship to his/her primary, immediate and extended clan family through the understanding of the Navajo clan system, the foundation for k'4; a reflection of 1di[j7dl9, ho[7l9 (respect and value) h1'1hwiin7t'99' (respect sacred nature of others), ah44h jidindzin (being appreciative), d00 1d1 hozd7lzin (respect sacred nature of self).

Content: 1d0one'4 7dl9, family, school, community and tribe

Students will:

- PO1. demonstrate knowledge gained on the correct usage of Navajo kinship terms relating to extended clan family members (e.g., sisters' children relate to one another as brothers and sisters, "shad7, sh7deezh7, sh7tsil7 d00 sh7naai"; sister's daughter relate to her uncle's daughter, as "shi zeed7"; sister's son relate to his uncle's son as "shiye'", meaning my son; uncle's son will relate to his aunt's son as "shi[naa'aash");

FOUNDATION: 5TH THROUGH 8TH GRADE

- PO2. demonstrate understanding of the unique roles and responsibilities of the grand mothers, aunts, uncles (e.g., sister's children to their uncle, "shida' or shahast07"; sister's daughter to her uncle and son, "shiy11zh" and to his daughter, "shizeed7");
- PO3. demonstrate an understanding for the Protection Way Teachings that addresses inappropriate attitudes, behaviors and "teasing" of siblings, uncles and grandparents: halahk47 doo b7zhd7lchida (inappropriate touching of siblings), doo ad11h y1j7[ti'da (avoid being argumentative), hazh0'0 1j7sts' 32'go 1l'9 (listen attentively);
- PO4. exemplify an understanding for the Protection Way Teachings that emphasizes respecting personal differences and capabilities, specifically handicapped, disabled and old people; understand, hast07 doo s1anii doo baajoodlohda n1asdi doo 44dah0zinda (ridicule and laughing about old people is inappropriate) Bil11h 1t'4ego da' 1j7t'4jileeh (aging has no mercy, it holds the same or worst for you);
- PO5. identify acceptable and unacceptable cultural character traits; exemplify an understanding for honoring and respecting the privacy and belongings of other people (e.g., rumors, gossip, stealing, destroying property, being deceitful, dishonest);
- PO6. describe how family, gender, ethnicity and institutional affiliations contribute to personal identity; recall and retell information on the first hogan, share the significance of the Navajo games: moccasin, stick and string; understand the significance of honeeshgish (fire poker), k-' (fire), t0 (water), and ch'iy11n (food); and
- PO7. identify and describe influences of perceptions, attitudes, values and beliefs on personal identity; understand the significance of the Protection Way Teachings: dad7lzinii jid7sin (display respect for spiritual concepts), doo t'aadoole'4 b7ch'8' ni'j7l98da (avoid overburden of self), doo 1dahozhdeel1ada (avoid being impatient).

S2C F2. Inquire insights into other cultures without diminishing the integrity of their own and acquire traditional understanding of moral attributes: 1d44zh di'n7t3 (personal insight), 1k'izht'iit88h (personal understanding) d00 1daa' 1koznidzin (acceptable personal parameters).

Content: social studies, traditional games, songs, arts

Students will:

- PO1. explore the customs, family values and principles of other tribes to strengthen own personal values (e.g., h1 h0zh=-go 47 bee atah y1'1hoot'4ehgo na'ad1 (keep a positive frame of mind to obtain self asserted motivation), T'11 h0 1j7t'4igo;
- PO2. exchange and interact with students of other ethnic group (e.g., pen pals, e-mail, web sites) to strengthen "hants4kees k'4zdongo" (positive sureness);
- PO3. participate in traditional activities; use the customs and languages associated with those activities (e.g., American Indian Day, cultural connection projects, traditional dress-up, native food day, native arts and crafts bazaar, pow wows, traditional social song and dance, grandparent's day, Cinco de Mayo);
- PO4. explain and give examples of how various cultures and customs attribute to bridging an understanding of literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors in development and transmission of culture (e.g., Mexican, Apache, Ute. Pueblo influences on the Navajo language and culture);

FOUNDATION: 5TH THROUGH 8TH GRADE

- PO5. articulate understanding on how native dances, music, arts, crafts, songs, oral storytelling create and communicate meaning, through movements and symbolic materials (e.g., etiquette, accouterments, sacred objects, recorded songs);
- PO6. listen, participate, discuss and interpret meaning in patterns. style, modes and feelings that make up Indian music, dances. arts, crafts, songs and oral storytelling;
- PO7. observe, discuss and make inferences to relationships and variations in Indian music dance, arts. crafts, songs and oral story telling to other areas of academic skills: mathematics, science, social studies, language arts, physical and health education.

S2C F3. Effectively use the knowledge and skills learned of own cultural traditions as tools to learn about other ethnic cultures and the world; demonstrate self-confidence in bee hazhd7t'4e doolee[(develop positive character makeup), bee hanaanish h0l=- doolee[(obtain a skill), Bee haghan h0l== (own a home) d00 bee jiin1a doolee[(obtain livelihood).

Content: social studies, economics. math, technology

Students will:

- PO 1. describe and compare how various American Indian tribes have historically satisfied their basic economic needs and wants through the production of goods in different regions of North America (e.g., hunting, fishing, seed and plant gathering, farming, trading, arts and crafts);
- PO2. locate and discuss the importance of tribal economic activities that make use of natural resources on the reservation (e.g., agriculture, mining, fishing, forestry. ranching, arts and crafts);
- PO3. prepare written essays highlighting comparisons of past and present types of American Indian settlement in the United States; changing settlement patterns on the reservations; compare with other cultures and countries;
- PO4. compare housing and land use for Indians living in urban and rural areas; note similarities and differences (e.g., where people live, where services are provided, where products are made, types of housing. property size, population density, transportation facilities, presence of infrastructure elements such as water, electricity, sewage and solid waste management);
- PO5. describe the settlement patterns that characterize the development of the student's local community (e.g., from early nomadic movement to the spread of settlement, to clustered homes with streets and street lights, from little to much availability of services);
- PO6. research and trace the reasons for growth and declination of various American Indian settlements (e.g., Mississippian Mound culture, Chaco Canyon culture, Aztec and Mayan cultures, Hopi, Tewa, and Navajo culture); and
- PO7. identify and describe types of territorial units; describe the characteristic of political units; explain how and why people compete for control of earth's surface and resources as

FOUNDATION: 5TH THROUGH 8TH GRADE

exemplified by being able to research, write and illustrate a geographic history of a state; identifying Indian control and occupation of the land.

Standard 3. CULTURE – lin1

Culturally-knowledgeable Navajo students are able to actively participate in various cultural activities within their environment. Din4 1[ch7n7 be'iina', bi'1'1l'8', d00 bizaad bi[b44h0zin doolee].

Students who meet this cultural standard are able to:

S3C F1. Identify him/herself in relation to his/her primary, immediate, and extended clan family through the understanding of the Navajo clan system which is the foundation for understanding the traditional concept of k'4, a reflection of 1di[j7dl9, ho['7l9, ah44h jidindzin, h1'1hwiin7'88', hwee ajooba' h0l=, d00 1d1hozdlzin.

Content: interaction, mannerism, social skills

Students will:

- PO1. properly introduce themselves in the Traditional way when addressing a group, making a presentation, welcoming visitors, and meeting community people; 1d0one'4 7dl9 bee 1d44hojoolz88h, k'4zhn7dzin, ho['7l9, k'4nizhdishiish, eejoos88h, ah44dojoolz88h;
- PO2. demonstrate positive relating skills and knowledge of tribal values including personal motivations, developing good habits and building positive relationships with people;
- PO3. verbalize appropriate greetings with politeness and confidence, y1'1t'4eh shhim1, shizh4'4, t'11sh--d7, ah4hee', nizh0n7 d00 ha'1t'7sh2;
- PO4. recognize, discuss, understand and interpret examples of stereotyping, conformity, and kindness;
- PO5. explore, discuss and describe how family, gender, ethnicity and institutional affiliations contribute to personal identity; recall and review the "Din4 Education Philosophy" statement: Nihook11' Diyin Dine'4 niidl9 (we are the holy people of the earth), nihitsodizin doo sin 47 dzi[b7dadiit'7' (our prayers and songs are of the mountains) d00 t'11 47 nihighan 1t'4 (our home is within the surrounding mountains), ha'a'aahjigo 47 ch'4'4tiin (our doorway faces east), t'11 sh1 bik'ehgo anoohs44[(we grow with the sun path); understand the story on the Navajo basket;
- PO6. explore factors that contribute to one's personal identity such as interests, capabilities and perceptions (e.g., review Navajo philosophy on early to rise, exercise, meditate and forming good eating habits in accordance to the Protection Way Teachings); explore Traditional cleansing and purification practices;
- PO7. conduct interviews to collect information on how people of different age, sex and ethnic culture view places or regions; identify personal connection; organize the information by subject (e.g., grazing area, sacred sites, forest, plain, mountainous area); type of interviewee (e.g., Indian, non-Indian, teenager, middle-aged or elderly, male or female, like or dislike, important or unimportant); and

FOUNDATION: 5TH THROUGH 8TH GRADE

PO8. work independently and cooperatively to accomplish goals; utilize the traditional Navajo concept of *k'4*.

S3C F2. Participate in subsistence activities in ways that are appropriate to local cultural traditions; expand cultural knowledge on various events, activities, arts, crafts and ceremonies.

Content: Social Studies: Navajo Philosophy of Life (The Art of Positive Living)

Students will:

- PO1. exchange information with elders, culture teachers and traditional practitioners on performing arts, social events, hands-on activities, songs and oral history (hane') associated to preparation of wool, loom and tools for weaving, farming and harvesting, corn grinding and cornmeal preparation, etc.;
- PO2. identify earth surface formations while identifying various minerals and resources; use the Navajo language associated with them (e.g., ak'ah, [eejin, ts4 k-', [eetsoh, doot['izhii, yoo[gaii, diichi[7, b11shzhinii, t'iis, tsin adaat'4h4g7]);
- PO3. explore the culture and history associated with understanding traditional concept of n1hasdz11n nihim1 baahane' (mother earth story), naaldlooshii (wildlife) baahane', nanise a[taas'47 (vegetation) baahane' d00 nit['iz a[taas'47 (the natural/mineral resources) baahane';
- PO4. research, identify, and describe the cultural values and practices associated with utilizing earth's surface and substance: minerals and other natural resources (e.g., gems: yoo[gaii, b11shzhinii, b44sh[igaii, doot['izhii; resources: ash88h, ore, lumber) and tell how they have become economically valuable to the Traditional way of life;
- PO5. compare and contrast on the current uses of the natural resources and minerals by the Indian people and by the western culture (e.g., crafts, arts, natural healing herbs, economic improvement, science advancement);
- PO6. explain how cultural information and experiences may be interpreted by people of diverse cultures, their perspectives and frame of references; describe how Indian people relate to their environment through a cultural perception: Mother Earth provides and nurtures all things, therefore life is fulfilling a purpose, a sacred spirit and must be respected;
- PO7. compare ways in which other American Indians deal with their current physical environment and social conditions (e.g., casinos as economic improvement or promotion of social problems; *English Only* associated to academic achievements or diminishing respect for the culture and language diversity; solution to domestic violence is knowing your culture and language);
- PO8. describe the influence of incentives, personal values, cultural traditions and habits on economic development decision in the community and nation; and
- PO9. explain and demonstrate the value and role of money in everyday life.

S3C F3. Understand the traditional principles and values for proper health and fitness in association to physical, mental, emotional and spiritual development and maintaining balance.

FOUNDATION: 5TH THROUGH 8TH GRADE

Content: health, nutrition, personal hygiene, science, technology, math, culture

Students will:

- PO1. share any knowledge acquired through practical learning experiences on the traditional puberty activities practiced by the Indian people for female and male children entering adulthood;
- PO2. analyze and validate traditional roles and responsibilities for young Navajo men and women entering adulthood (e.g., marriage, parenthood, domestic responsibilities, and leadership capabilities);
- PO3. explore the distinct association of Indian cultural viewpoints for using traditional food and herbs to maintain good health, positive physical, mental and spiritual development (e.g., analyze a sample of native food item for high fiber and nutrient content);
- PO4. explore the culture and history associated with traditional food (e.g., berries, roots, leaves, fruits; underground baked sweetcorn bread, dumpling, cornmeal creamer); observe traditional native food preparation;
- PO5. solicit traditional viewpoints from elders on positive physical and mental development (e.g., related to Din4j7 hane': Yoo[gai Asdz33-Asdz33 N1dlee4, Naay44' Neizgh1n7 d00 T0b1j7shch7n7 Baahane'); make inferences to avoid laziness, jealousy, deceitful, dishonesty and disrespectful of self and others;
- PO6. participate in an active physical health programs (e.g., hiking, walking, running, jumping, dancing, aerobic, ropes course, self defense classes); develop logic to understand the teaching of the Navajo Philosophy for good health;
- PO7. identify and describe ways various ethnic cultures influence individuals' daily life (e.g., hair style, attire, type of activities enjoyed: rodeos, dancing, rollerblading, basketball and other sports); identify various attitudes and behaviors adapted;
- PO8. compare ways in which people of various cultures think about and deal with their physical environment and social conditions (e.g., economic, social and health issues: HIV/aids, diabetes, alcohol abuse, unemployment, lack of jobs, teen parents, lost of Indian culture and language);
- PO9. seek reasonable and ethical solutions in becoming adaptive to arising problems when scientific advancements and social norms becomes a conflict with traditional values and principles; (e.g., use of condoms, conducive sexually freedom, practice of abortions, adoptions, family planning); and
- PO10. exemplify understanding the rights and responsibilities to self, to others, to the upkeep of the natural world; to strive towards self control: emotionally, mentally, spiritually and physically in accordance to the concepts of Navajo Philosophy of Life.

S3C F4. Make constructive contributions to the governance of their community and the well-being of their family: bee 1d1nahojit'1a doolee[(personal planning), bee hazhd7t'4ego hwe'iina' naat'i' doolee[(obtain observable good character).

FOUNDATION: 5TH THROUGH 8TH GRADE

Content: social studies, civics, government and history

Students will:

- PO1. examine persistent issues involving the rights, roles and status of individuals in relation to the general welfare of a community and growth; discuss and write about past leadership, leaders and notable events that are of significance to the development of the local government; and share information with community.
- PO2. debate the purposes and issues on the implementation of local governance initiatives and how its powers are acquired, used and justified (e.g., attend community chapter meetings, housing committee meetings, rangeland and grazing management meetings);
- PO3. analyze, discuss and share information on governmental mechanisms used to meet wants and needs of citizens (e.g., regulate territorial claim and ownership, manage conflicts, establish order and security);

Activity: Panel discussion on: (e.g., grazing issues, range management, land disputes, soil and water conservation, solid waste management, economic development, allotted land)
- PO4. identify, discuss and share information on conditions, actions and motivational inquiries that contribute to conflict and non-cooperation within and among families, neighbors, communities, tribes and nations;
- PO5. attend, participate and analyze local community chapter functions and meetings; identify and determine how groups and organizations encourage unity and deal with diversity to maintain order and security;
- PO6. participate in the school governmental system; understand the Roberts Rules of Order, the plan of operation, student handbooks, regulations and rules for club membership and attend meetings; make comparison with local community government system;
- PO7. participate in setting up a system to resolve conflicts utilizing the fundamental concepts of Navajo “Peacemaker” court system; and
- PO8. distinguish among local, state, tribal and national government; identify roles and responsibilities of the leader representing at these levels (e.g., mayor, governor, commissioner, president, council delegate, chapter official, land or grazing technician).

Standard 4. CULTURE - Sihasin

Culturally-knowledgeable Navajo students demonstrate understanding and display appreciation for the relationship and interaction processes of all elements in the world around them through the Traditional Philosophical processes of nits1h1kees, nahat’1, iin1 and sihasin.

FOUNDATION: 5TH THROUGH 8TH GRADE

Students who meet this cultural standard are able to:

S4C F1. Identify him/herself in relation to his/her primary, immediate and extended clan family relations through the understanding of the traditional Navajo concept of *k'4*, a reflection of *1d44hoj7lzin*, *1di7d19*, *1d1n1hoj7t'1*, *1d1hozd7lzin*, *d00 1d1nts7j7kees*.

Content: history, social studies, sciences, physical and health education

Students will:

- PO1. explore the early Navajo history associated with traditional haigo hane' (winter stories) of the People emergence to Din4tah, Yoo[gaii Asdz33n-Asdz33n Nadleeh7 and her regime, the birth of her twins and the destruction of the naay44';
- PO2. interact with elders and traditional practitioners in effort to compare the traditional hane' to scientific views and stories (hane') from other beliefs on the origins of life, principles and values; emergence and the settlement of the Indian people in North American continent;
- PO3. analyze, debate and articulate a position on the traditional Navajo practices associated with the value of early morning exercise and meditation (a practice in personal challenge, endurance and getting in touch with the emotional-spiritual self);
- PO4. relate such factors as physical endowment, capabilities, learning styles, motivations, personalities, perceptions, attitudes and behaviors to individual development, (t'11 h0'aj7t4ego), adapted values and practices of parents, grandparents and family members (e.g., provide insight into traditional practice of *breaking the ice for an ice bath and bathing with the flrst snow*;
- PO5. work independently and cooperatively to accomplish goals; exemplify an understanding for Traditional values of hazaad baa' 1hojily3 (discreet in choice of words), hazh0'0 aj7ists'33' (listen comprehensively), d00 ho[78go y1'1t'44h (demonstrate value for others);
- PO6. identify and describe the influence of perceptions, attitudes, values and beliefs on personal identity (e.g., deceiving advertisement in tobacco use, alcoholic products and exploitation of women on bill boards, on television screen, in movie theaters); and
- PO7. identify and describe examples of tension between individual beliefs and governmental policies (e.g., Hopi and Navajo land dispute, livestock reduction of 1934, American Indian Freedom of Religion Act, American Indian Movement and Coalitions).

S4C F2. Recognize and build upon the inter-relationships that exist in the spiritual, natural and human realms of the world around them, as reflected in their own cultural traditions and beliefs as well as those of others. ! di[j7d19, ah44h jidindzin, hane' jidindzin, dad7lzin7g7 jid7sin.

FOUNDATION: 5TH THROUGH 8TH GRADE

Content: history, family values, principles, and inspirational activities

Students will:

- PO1. acquire information on traditional values and principles stressed in living in harmony with nature; recount the early traditional oral history (hane') associated with earth (vegetation and wildlife), air, water and light; understand stories (hane') defining purposes and roles of the fire, sun, moon, constellations relative to life on earth;
- PO2. compare and contrast traditional knowledge on principles and values to scientific knowledge in caring for earth's substances, vegetation, wildlife, air, light and water;
- PO3. develop logic for understanding the traditional Navajo practices associated with daily mediations (getting in touch with the emotional-spiritual self); understand the importance of self-identity and self-value with meditation and offering of corn pollen, white cornmeal (in the early dawn, hayoo[k11]) and yellow cornmeal (in the early evening yellow twilight, nihootsooi);
- PO4. discuss, analyze and interpret the traditional Navajo way of identifying first with your shadow. your name. your clan. your footprint and your language as to understand being apart of your environment (e.g., Diyin Biy1zh7, Nahasz11n doo Y1di[hi[Biy1zh7, Hayoo[k11[d00 Nihootsoii Biy1zh7 j7l9);
- PO5. gather information, analyze and interpret the traditional teaching that emphasizes showing respect for reptiles, amphibian, birds, insects, various plants and share findings with others;
- PO6. relate personal attitude, opinions and experiences with the Navajo value on maintaining positive interpersonal relationship with the environment; to strive for harmonious living; and
- PO7. analyze and make references to native music, dances, arts, crafts and songs as an expression of balanced within health, emotion and spiritually; to strive for living in harmony with the environment.

S4C F3. Understand the ecology, geology and geography of the land the Navajo inhabit (e.g., home, community, chapter, district, agency and reservation).

Content: early history, social studies. math. science and technology

Students will:

- PO1. demonstrate an ability to use correct vocabulary associated with time such as past, present, future and long ago; read and construct simple time lines; identify examples of change; and recognize examples of cause and effect relationships (e.g., American Contact 1846-1870, Treaties with-Mexicans and W11shingdoon);
- PO2. identify and use various resources for reconstructing the past, such as documents, maps, textbooks, interviews with elders and photos;
Topics: Hw44ldi, The Treaty of 1868, forming the Navajo Nation government, establishment of Navajoland boundaries and Navajo headsmen system;
- PO3. explain the functions and dynamics of ecosystem by being able to identify the flora and fauna of an ecosystem on student's tribal land; tell how they are linked and inter-dependent;

FOUNDATION: 5TH THROUGH 8TH GRADE

relate these findings to traditional holistic tribal philosophies about the interdependent nature of ecosystem;

- PO4. define economic activities and describe the way it plays an essential role in native communities (e.g., restaurants, hotels, supermarkets, hospitals, auto parts stores); analyze how many of these are in the local area, owned and operated by Navajos;
- PO5. describe how the urban Navajos, who live in the cities, return to the reservation for cultural revitalization, however, are economically attracted to urban centers (e.g., business and entrepreneurial opportunities, access to information and other resources);
- PO6. evaluate different viewpoints regarding resources, assess the varying attitudes of people regarding the use and misuse of resources on native lands (e.g., how do traditional attitudes regarding the use and care of the land reconcile with the need for economic availability);
- PO7. assess which laws govern the use of natural resources on the Navajoland; evaluate which laws represent different viewpoints (e.g., Navajo, state, county, U.S. government laws); compare to the tribal laws of other Indian tribes; evaluate methods of extracting and using resources on Indian lands in terms of the impact on the environment (e.g., practicing sustainable forestry, agriculture, coal, oil, waste handling procedures); and
- PO8. research both the Indian point of view and the non-Indian perception of a controversial social, economic, political and environmental issue that has a geographic dimension (e.g., Indian water rights, eminent domain, allotted land, school boundaries, reservation boundaries).

Standard 5. COMMUNICATION – Listening and Speaking

Din4 Bizaad bee y1ti' d00 bee a[k'i't'it88h doolee]. Culturally-knowledgeable students will engage in conversations, provide and obtain information, express feelings, emotions, exchange opinions in the Navajo language and integrate Protection Way teachings where possible. Doo ho[h0y4e'da, doo ho[y4e'da (never be fearful), doo 1dahozhdeel1ada (never be impatient), doo ay0o ad11h

FOUNDATION: 5TH THROUGH 8TH GRADE

y1j7[ti'da (never be overly argumentative), d00 1diihjii'n7i[go bee 1zhd7lt['is (absorb self discipline and prepare for challenges.)

Students who meet this cultural standard are able to:

S5C F1. Identify him/herself in relation to his/her primary, immediate and extended clan family relations through the understanding of the traditional Navajo concept of *k'4*, a reflection of 1di[j7d19, 1danahozhd7t'1, 1da hozd7lzin, d00 1d1 nits7j7kees.

Content: integrate into all content areas.

Students will:

- PO1. properly introduce themselves, their parents and grandparents in the traditional way by clan, name and place of residence and share any accounts that are significant to the family history;
- PO2. introduce the topic to be addressed appropriately in Navajo; state the purposes for addressing such concerns; and
- PO3. prepare and deliver information by generating topics; identifying the audience; organize ideas, facts or opinions for a variety of speaking purposes (e.g., giving directions, relating personal experiences, telling a story or presenting a report).

S5C F2. Listen for meaning and gain information in discussions and conversations in both the English and Navajo language.

S5C F3. Listen to American Indian stories told in the oral tradition and be able to retell them using the Navajo languages.

S5C F4. Speak coherently, conveying ideas in discussions and conversations in both the English and Navajo language; present simple oral report.

S5C F5. Speak, using language flexibly for a variety of purposes; recite poetry, songs, proverbs, or short narratives that are commonly known by same aged members of the Navajo culture.

S5C F6. Acquire and share in-depth cultural knowledge through active participation and meaningful interaction with parents, elders and community leaders.

S5C F7. Participate in and make constructive contributions to the learning activities associated with a traditional camp environment.

S5C F8. Prepare and deliver an organized speech and effectively convey the message through verbal and non-verbal communications with a specific audience.

S5C F9. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.

S5C F10. Interpret and respond to questions and evaluate responses both as interviewer and interviewee.

FOUNDATION: 5TH THROUGH 8TH GRADE

S5C F11. Predict, clarify, critique and evaluate a speaker's information and point or view.

S5C F12. Understand the principle messages provided in the Navajo language at an appropriate ability (e.g., news on the radio, television, video, cassette recorded and advertisement).

Standard 6. COMMUNICATION - Writing and Reading

Din4 bizaad bee ak'e'elch7 d00 w0lta'. Culturally-knowledgeable Navajo students are able to communicate in written Navajo language and engage effectively in the learning activities that are based on the Navajo Philosophy of Life and the Protection Way Teachings. Doo t'1adool4'4 ay0o bich'8' ni' j7l9da (avoid be hesitant), na'1d7zhn7taahgo 1l'9 (asserting the potential), ddo0 ay0o y1zhn7zinda (avoid shyness), doo ay0o nijichx-'da (avoid acting immature.)

Students who meet this cultural standard are able to:

S6C F1. In written form, identify him/herself in relation to his/her clan family through understanding the traditional Navajo concept of *k'4*, a reflection of 1di[j7dl9' 1d1nahoj7t'1, 1d1hozd7lzin, d00 1d1nts7j7kees.

Content: Integrate across all content areas.

Students will:

- PO1. in written form, properly introduce their parents, grandparents and themselves in the traditional Navajo way which is inclusive of their place of residence and any special accounts that are significance to the family history;
- PO2. understand and interpret written and spoken Navajo language on a variety of topic both within and beyond the school setting; and
- PO3. present information, concepts and ideas to an audience of listeners or readers on a variety of topic both within and beyond the school setting.

S6C F2. Identify and compare (in English if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play.

S6C F3. Recognize (in English if necessary) the process of borrowing words and ideas from one language to another.

S6C F4. Distinguish between the phonetic sounds and the process of forming words and ideas from other languages.

S6C F5. Read, listen to, talk and write about early oral history (hane'), short stories (hane'), poems and songs written in the Navajo language at age appropriate level.

S6C F6. Use variety of strategies to gain meaning from written Navajo text.

S6C F7. Analyze and interpret information from Indian stories or other text.

FOUNDATION: 5TH THROUGH 8TH GRADE

S6C F8. Write short informal notes or messages that describe or provide information about oneself, friends, family members and/or of school activities.

S6C F9. Share information about family, school or community events with others.

S6C F10. Understand the principle messages provided in the Navajo language written at an appropriate ability (e.g., stories, newspaper articles, advertisements).

S6C F11. Understand the main ideas, identify the principal characters in written poems, short stories (han4) that are appropriate at this developmental level.

S6C F12. Understand brief written messages and personal notes with familiar topics (e.g., everyday school and home activities).

S6C F13. Recognize common phrases and voice inflections in simple spoken sentences.

S6C F14. Identify people and objects in the environment based on oral and written descriptions.

S6C F15. Locate and use a variety of texts to gain information.

Standard 7. COMMUNICATION - Viewing and Presenting

A[‘aan 1daat’4igo naalkid7 doo dan7l’%go 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 1l’9 (accept challenges with motivation), doo ay0o y1zhn7zinda (avoid being extremely shy), doo ay0o t’11na’n7le’dii’ y1j7[t7’ da (avoid speaking harshly).

Students who meet this cultural standard are able to:

Content: Integrate across all content areas

Students will:

S7C F1. Identify him/herself in written form to his/her primary, immediate and extended clan family relations through the understanding the traditional Navajo concepts of *k’4*, a reflection of 81dilj7dl9, 1d1nahat’1, 1d1hozd7lzin, and 1d1nts7j7kees.

S7C F2. Tell or retell of personal experiences; create a short story (bane’) in a logical sequence.

S7C F3. Participate in group discussions.

S7C F4. Use effective vocabulary and logical mental organization to relate or summarize ideas, events and other information.

FOUNDATION: 5TH THROUGH 8TH GRADE

S7C F5. Prepare and deliver information on generated topics; identify the audience; organized ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report.

S7C F6. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.

S7C F7. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and non-verbal communications with a specific audience.

S7C F8. Plan, develop and produce a visual presentation, using a variety of media such as video, films, newspapers, magazines and computer images.

S7C F9. Interpret and respond to questions and evaluate responses both as inter-viewer and interviewee.

S7C F10. Predict, clarify and analyze and critique a speaker's information and points of views.

S7C F11. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision-making and cultural perceptions.

S7C F12. Compare and establish criteria to evaluate visual media for purpose and effectiveness.