

PROFICIENCY: Pre-College through College

Standard 1. CULTURE - NitsAhAkees

Din4 Be'iina' d00 Bi'1'1l'8' B7hoo'aah. Culturally-knowledgeable Navajo students are well grounded in the cultural heritage and traditions of their people, history and land.

Students who meet this cultural standard are able to:

S1C P1. Identify him/herself in relation to his/her clan family relatives through the understanding of the Navajo concept of k'4, a reflection of 1d1hozd7lzin, 1d1nts1h1kees d00 k'4zhn7dzin.

Content: 1d0one'4, positive social interaction

Students will:

- PO1. identify and be recognized as a member of the particular clan family (mother's, father's, maternal and paternal clans) and relate to all members in appropriate matter;
- PO2. research and analyze the Navajo kinship system and infer how it can be utilized to resolve, prevent domestic conflicts and abuses;
- PO3. research and compare data on Navajo kinship system with other ethnic family relation system to define conflict resolution that would best meet the needs of people;
- PO4. analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among clans, tribes and nations;
- PO5. explain and apply concepts such as power, roles, status, justice and influence to the examination of persistent issues and social problems; and
- PO6. examine persistent issues Involving the rights, roles and status of the individual in relation to the general welfare.

S1C P2. Assume responsibility for their role in relation to the well-being of the cultural community and their life-long obligations to contribute toward creating a healthy and safe environment as a community member; understand the traditional concept of 1d1nts1h1kees (self directed thinking), 1d1nahat'1 (self directed planning), 1[k1' an1'1lwo' (assist others) d00 t'1adool4'4 1dizhd44lt'i' (participate, involvement, contribute).

Content: social studies, civics, government, Navajo philosophy

Students will:

- PO1. exemplify building connection to Navajo clan family relatives by active participation, cooperation, contribution and defining a place and role in the family, community and the environment;
- PO2. compare and contrast traditional and contemporary family values among immediate and extended clan family and/or with other cultural ethnic groups;
- PO3. distinguish and compare Navajo cultural values pertaining to physical and mental endowment, capabilities, motivation, personality and behavior of individual development within other ethnic groups;

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- PO4. compare different political systems (their ideologies, structures, institutions, processes and political cultures) with that of the Navajo Nation and identify representative political leaders from selected historical and contemporary settings;
- PO5. explain and apply ideas, theories and modes of inquiry drawn from political science to the examination of persistent issues and social problems; and
- PO6. prepare a public policy paper, present it, publish it and defend it before an appropriate forum in the school, community, tribal, state and federal government.

S1C P3. Recount their own genealogy as far back as possible; research clan migration route into the southwest; exemplify on the origin of own family name and history.

Content: history, civics, geography, social studies

Students will:

- PO1. analyze and explain how groups, societies and cultures address human needs and concerns;
- PO2: explain how information and experiences may be interpreted by people of diverse cultural perspectives and frame of references;
- PO3. compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- PO4. apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns in a society; and
- PO5. identify and describe both current and historical examples of the interaction and interdependence of science, technology and society in a variety of cultural settings.

S1C P4. Acquire and pass on the traditions of the community and the Navajo Nation through oral and written history; exemplify the understanding of na'nitin d00 bee nagh' nitin (educate and be an educator of people), bee naat'1anii j7l8 (model positive leadership ability) d00 bee hodine'4 b1jiz9 (present your people with positive leadership capabilities).

Content: Integrate all content areas

Students will:

- PO1. research and sequence historical events within the community and surrounding areas;
- PO2. demonstrate the value of cultural diversity as well as cohesion, within and across groups within the school, community, clans and tribe;
- PO3. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding with the school, community and tribe;
- PO4. construct reasonable judgments about specific cultural responses to persistent human issues with the school, community, clans and tribe (e.g., clustered homes, loss of family values, lost of k'4, lost of culture and language);

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- PO5. compare similarities and differences in how groups, societies and cultures meet human needs and concerns;
- PO6. explore the impact of Navajo population growth, on the use and condition of the tribal land base; on the ability to pursue tribal lifestyles on land availability , etc;
- PO7. describe the reasons why a tribal government's population policy may be proposed by the people (e.g., the policy may be in conflict with the people's cultural values and attitudes toward Indian enrollment, cultural traditions, and beliefs system); and
- PO8. explore the applicability of tribal policies for tribal members who do not live on the Navajo reservations (e.g., creation of urban chapters, Manuelito Scholarship requirement for Navajo studies to be eligible to take advantage of tribal assistance).

S1C P5. Practice their traditional responsibilities to the surrounding environment through the understanding of nahasdz11n, naaldlooshii, nanise', n7[ch'i d00 t0 baa'1h1y1.

Content: Interdependence of earth (plants, animals, people) with air, water and light

Students will:

- PO1. conduct community attitude surveys on the Navajo traditional values and principles to find out how many people still observe and apply the values and principles in their daily lives;
- PO2. promote content studies, analysis and statistics through various media and technological resources for educational advancement;
- PO3. research and develop teaching strategies to address local issues and concerns related to the environment (e.g., grazing and land management, water and soil conservation practices, methods to control erosion, solid waste management practices, community development and local government);
- PO4. describe and compare how people create places that reflect culture, human needs, government style / policy, and current values and ideals as they design and develop their community (e.g., regional land use planning; providing for educational growth; preserving Indian culture and language; peacemaking program to resolve conflicts; hogan-like building design for office complex);
- PO5. propose, compare and evaluate alternative policies for the use of land and other resources in communities, agencies, nations and world;
- PO6. make judgments about how science and technology have transformed the physical world and human society and the understanding of time, space, place and human environment interactions;
- PO7. analyze how science and technology influence the core values, beliefs and attitudes of society, and how core values, beliefs and attitudes of society shape scientific and technological change (e.g., requirements of archeological and environmental clearances prior to construction: roads and/or buildings);

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- PO8. identify checkerboard patterns of land status on student's reservation (trust land, feed land, allotted lands, homesite and business site leases, grazing customary use land); and
- PO9. examine reservation political structures and tribal governments as regional systems (e.g., The Tribal Codes, Din4 Bibeehaz'1anii, the three branch government, tribal fire and police protection, political districts and boundaries).

S1C P6. Reflect through their own actions the critical role that the local heritage plays in fostering a sense of who they are and how they understand the world around them through the understanding of 1d1hozd7lzin, 1d47hozd7lzin, jijoob1, ho[7l9 d00 bee ch1nahj7l9.

Content: community services, social studies, government and tribal resources

Students will:

- PO1. research and collect data on community health, social and economic development issues and needs (e.g., diabetes, relocation, drug and substance abuse, domestic abuse, teenage pregnancy, use of child restraint car seats and use the Navajo language in businesses and governmental structures};
- PO2. explore and compare contemporary community issues with traditional values and principles of the Navajo Philosophy for Living (e.g., marriage is a life-time commitment, life is a sacred journey, learning is discovering and all is attainable through the concept of T'11h0 aj7t'4igo);
- PO3. create constructive educational materials to improve and compliment existing community services and resources in effort to discover resolutions to issues and concerns;
- PO4. compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups;
- PO5. interpret how American Indians express attachment to places and regions (e.g., by reference to and use of novels, poems, legends, songs and religious expressions);
- PO6. explain how point of view influences a person's perception of a place (e.g., how a tribal religious leader and an oil company executive may differ in their perceptions about a site with religious importance connected to the undeveloped site};
- PO7. identify how places take on symbolic meaning for the American Indians (e.g., The Black Hills, Wounded Knee, Navajo-Hopi land settlement issues}; and
- PO8. describe how American Indian arts and architecture influence the cultural and commercial characteristics of the southwestern United States.

S1C P7. Apply adaptation of positive attitude and behavior in their daily living activities in accordance with the cultural values and traditions of the local community: ha'1t'e' d00 ha'zaad d00 1j7't'4igi baa'1hojily3 (take careful evaluation of behavior, verbal expression, personal appearance and relationship)

Content: cultural and traditional tribal practices and values

Students will:

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- PO1. examine and understand the philosophy of the Navajo Way of Life and be able to explain the principles and values in terms of the four directions: H0zh==j77 Hane' (Blessing Way), Diyin K'ehgo Hane' (Spiritual Way), Deezl11j77 Hane' (Enemy Way), Hadaa[t'4 ! n11ln77ji Hane' (Healing Way) d00 Hat11lj7 (Chant Way);
- PO2. infer knowledgeable information on cultural social activities and teachings (e.g., Din4 Binahagha' d00 Bi'i'ool'88[]);
- PO3. use oral historical data to describe the differences and similarities between various traditional Indian cultural attitude associated with understanding the natural hazards (e.g., earthquakes, floods, tornados, drought and death);
- PO4. identify the cultural factors that have promoted political conflict between American Indians and state governments (e.g., culturally-based disagreements over the implementation of tribal gaming, relocation, education, sovereignty);
- PO5. examine cultural factors which have led to conflict between American Indians (e.g., land, water, roads, economic and community development dispute); and
- PO6. identify the cultural factors that have promoted American Indian political cooperation (e.g. , traditional spirituality which linked American Indian protesters of the 1960's).

S1C P8. Determine the place of their cultural community in the regional, state, national and international political and economic systems.

Content: social studies, technology, math, science, history

Students will:

- PO1. compare and contrast the livelihood of community life as shaped by its physical environment to the western world (e.g., grazing permits, allotments, homesite leases, boundaries, Navajo relocation, checked board areas, land disputes, scarcity of electricity, water and sewer to communities, great distances to hospitals, lack of ambulance services, water and fishing rights on trust land and limited jurisdiction);
- PO2. conduct a study and make a prediction on the future economic growth through local empowerment strategies;
- PO3. compare and contrast the early years of Navajo leadership, history and government to the present;
- PO4. nidaazha'1'g77 baa' akohwiindzin (e.g., WWI and II, Persian Gulf, Desert Storm, Korean Conflict, Vietnam to present); and
- PO5. predict the future of the Navajo Nation (e.g., taxation, sovereignty issues, statehood, self-sufficient, various form of government, welfare, education, grazing fee, township and reapportionment).

Standard 2. CULTURE – Nahat1

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Culturally-knowledgeable Navajo students are able to build on prior knowledge and skills learned on the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard able to:

S2C P1. Identify him/herself appropriately in the Navajo Way to his/her clan family members; exemplify the understanding of the Navajo concept of *k'4*, a reflection of 1dij7dl9, ho[7l9, ah44hjidindzin, d00 1d1hozd7lzin.

Content: Integrate all content areas.

Students will:

- PO1. orally and in written form explain the Navajo clan and kinship system utilizing information from matr / patrilineage family tree diagram;
- PO2. analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity.
- PO3. examine traditional factors that would contribute to ones' mental health and behavioral disorders in contemporary society (e.g., incest, abortion, organ or blood donation, emotional disorder due to parents breaking traditional ethical laws while carrying the unborn child, emotional and physical disorder due to breaking environment natural and physical laws etc.);
- PO4. work independently and cooperatively within groups and institutions to accomplish goals utilizing the concept of *k'4* relationship;
- PO5. compare and contrast how family, gender, ethnicity, nationality and institutional affiliations contribute to forming personal identity; and
- PO6. identify, describe and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

S2C P2. Acquire insights into other cultures without dimishing the integrity of the personal cultural traditonas through the understanding of 1d44zhdi'n7t3 (self identify), 1k'izhdi'yiit88h (self teaching) d00 1daa'1kwiindzin (self knowledge) d00 hoj7iy22d (exult self control/self discipline).

Content: social studies, geography, Navajo Philosophy of Life

Students will:

- PO1. compare and contrast history, cultural and language heritage differences with other ethnic groups;
- PO2. apply concepts, methods and theories about the study of human growth and development (e.g., *h0zh00nj7*, traditional anointing of t1d7d7n at birth, puberty, marriage and anytime returning home to the Four Sacred Mountain region; utilized Protection Way Teachings when traveling beyond the Four Sacred Mountains);
- PO3. compare and contrast the role of perceptions, attitude, behaviors and cultural influences in specific situations, events, celebrations, social activities and ceremonies of the Navajo and

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other ethnic group (e.g. mental purification and physical cleansing with herbs and sweat ceremony upon returning within the Four Sacred Mountains); and

PO4. examine the interactions of ethnic, national or cultural influences in specific situations or events and adaptation of certain practices and events with own (e.g., Christmas, Easter, Valentine, Thanksgiving, Halloween, New Year, Mother's and Father's Day, birthday and graduation celebrations).

S2C P3. Make effective use of the cultural knowledge and traditional skills attained to understand the larger world and adapt to the concepts personally as bee hazhd7t'4 (positive character makeup), bee honaanish h0l= (self-supporting), bee haghan h0l= (have a home), bee iin1 1j7['9 (obtain positive livelihood), bee hak'47 h0[= (positive relationship with everyone).

Content: Americans Indian studies

Students will:

- PO1. understand, utilize and promote cultural knowledge and heritage of other ethnic groups;
- PO2. compromise and improvise situations while utilizing Indian moral ethics and judgments to remedy problems, issues and concerns;
- PO3. demonstrate an understanding of the spatial organization of human activities and physical systems and be able to make informed decisions, as exemplified by being able to analyze a geographic issue pertaining to land;
- PO4. conduct a researched based study project on the student's point of view and community's perceptions on controversial social, economic, political and environmental issues that has a geographic dimension (e.g., increased crime rate and juvenile delinquency, bootlegging, teen pregnancy, poverty, solid waste and land-use management, preserving the Navajo culture and language); make available the report to the communities;
- PO5. assess economic development and environmental impacts on the Navajo reservation resources; project future conditions based on current trends;
- PO6. identify and review existing Navajo Nation energy management plans for timber, coal and all petroleum products; revise or create new plans appropriately addressing community and/or tribal use; and
- PO7. provide educational insight into prevention of erosion, grazing and range management practices, housing and community development, new educational methods, health issues; participate in regionalland-use planning and support services planning at local levels.

S2C P4. Make appropriate choices regarding the long-term consequences of their actions through the understanding of t'11h0' 1j7t'4igo (self asserted motivation and direction) to continue growing towards using full potential to living.

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Content: Navajo Philosophy for Living

Students will:

- PO1. compare and contrast Navajo cultural concept of "t'11h0' 1j7t'4igo, t'47 h0 1k'inizhdid1 b0hojii['11h with the western concept, "apply motivation, obtain assertiveness, reach your goal" through knowledge and skills;
- PO2. evaluate examples of native culture traits of today and American "teen" culture that contribute to cultural convergence on the Navajo people (e.g., powwow, inter-tribal traditions and contemporary music, dress style, type of music and movies);
- PO3. evaluate international trade and the issues associated with it (e.g., authentic Indian arts and crafts, agriculture products, timber, native-based educational materials, music and movies);
- PO4. evaluate the geographic impacts of tribal government policy decisions related to the use of resources on tribal land (e.g., rules and regulations for timber /fish and wildlife; landfill for solid waste, business site lease); and
- PO5. compare the different religion doctrines (e.g., christian and Navajo traditional philosophies) which have affected group attitudes toward the environmental and use of resources; How have they affected tribal economic development patterns? How have they caused cultural conflict? How have they encouraged social integration?

S2C P5. Identify appropriate forms of technology; anticipate the consequences of their use for improving the quality of life in the community; understand the traditional concept of nahasdz11n (earth), t0 (water), n7[ch'i (air), d00 nanise' a[taas'e7 (vegetation) d00 naaldlooshii (wildlife) baa'1h1y3 (preservation and conservation).

Content: social studies, science, math, technology , culture

Students will:

- PO1. produce classroom projects on Navajo concepts of ecology , preservation/conservation, in contrast to contemporary pro development;
- PO2. initiate in-depth study, comprehend and interpret the cultural meaning of (e.g., nihim1 nahasd33n d00 nihitaa' y1d7[hi[, dzi[asdz11n nihim1, t0 1sdz11n nihim1, k-' 1sdz11n nihim1);
- PO3. apply key concepts such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical changes and continuity;
- PO4. identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states and social, economic and political revolution;
- PO5. systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims and searching for causality (e.g., the long walk, Spanish influences, the tribal codes); and

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PO6. use knowledge of facts and concepts drawn from history along with elements of historical inquiries; form sound based decision-making and action-taking practices on public issues.

S2C P6. Incorporate the in-depth study of unique elements of traditional/contemporary life in the Navajo communities on Navajoland (e.g., know the content of the Treaty of 1868; recognize subsistence practices; understand Indian sovereignty and rights; understand self-sufficient and self-determination.

Content: history , government, civics

Students will:

- PO1. understand the limitation of progressivism and the alternatives offered by various groups to address problems of industrial capitalism, urbanization and political corruption (e.g., Bureau of Indian Affairs as Indian agents; christian movement to reform the Indians; federal Indian policies and the public laws);
- PO2. understand various perspectives on federal Indian policies, westward expansion, and the resulting struggles;
- PO3. analyze the role of the federal government particularly in terms of land, water and Indian policy in the economic transformation of the West; analyze cause and effect relationship;
- PO4. interpret the significance of the Indian Citizenship Act of 1924, the Merriam Report of 1925, the Indian Reorganization Act of 1934, and the creation of the Indian Claims Commission of 1946;
- PO5. explore, define and interpret how the new federal policy of Indian Self-determination enabled tribal governments in the 1970s to assert their authority and to take more active roles in their communities and in dealing with the United States government;
- PO6. explore, define and interpret tribal sovereignty which was established by more than 600 treaties ratified by the U .S. Congress and repeatedly reaffirmed by the Supreme Court and various Executive Orders.

S2C P7. Recognize and acknowledge the contemporary validity with much of the traditional cultural knowledge, values, beliefs and practices, that enhances positive mental stabilities, motivations, and aspirations to understand in the principles and practices associated with that knowledge.

Content: history, arts, crafts, social studies

Students will:

- PO1. recognize and identify with cultural heritage and confirm the importance of its relevancy to identity and acceptance of differences with other cultures;
- PO2. reflect an understanding on the meaning of "Sa'2h Naagh17 Bik'eh H0zh00n" and its relativity to being a Navajo;
- PO3. recognize, comprehend and interpret Navajo oral history (hane'), songs, legends, arts, crafts and life styles inferring emphasis on its relativity to the Navajo Nation;

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- PO4. explain the common elements of American Indian societies such as gender roles, family organization, religion, values and compare their diversity in languages, shelter, labor systems, political structures and economic organizations (e.g., Indian women and young people in leadership roles); and
- PO5. compare and contrast the influence of domineering ideas, religious beliefs and practices, traditional concepts on gender roles, and attitudes toward change.

Standard 3. CULTURE – lin1

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

Students who meet this cultural standard are able to:

S3C P1. Identify him/herself in relations to his/her clan family through understanding the Navajo traditional concept of *k'4*, a reflection of *1di|j7dl9*, *ho[7l9*, *ah44hjidindzin*, *ha'1hwiin7t'99'7 d00 hwee'ajooba' h0l=*.

Content: social studies, history, fine arts, math

Students will:

- PO1. distinguish and compare the various traditional/contemporary ideologies of achievements and celebration (e.g., graduations, birthdays, retirement, promotion, recognition, appreciation) through understanding of own culture;
- PO2. examine, interpret and analyze Navajo cultural traditional Blessing Way (H0zh00j7); understand the use of natural salt with the baby's first laugh event; understand the significance of being anointed with corn pollen throughout the various stages of growth;
- PO3. compare and contrast the family values and practices in reference to various stages of life: marriage, conception, birth, adolescent, parent, grandparent and old age;
- PO4. Identify various age-appropriate cultural activities practiced in various Indian cultures (e.g., games, songs, birthday celebrations, storytelling, dramatization, role playing, Navajo Blessing Way);
- PO5. recognize patterns of appropriate and inappropriate cultural behaviors at various settings in the Navajo culture (e.g., home, ceremonial sites, schools, community gathering places); compare and contrast these patterns with adapted contemporary attitudes and behaviors; and
- PO6. demonstrate knowledge of some basic expressive forms of the Navajo culture (e.g., children's songs, authentic children's literature, types of arts, dances, music and games enjoyed by children).

S3C P2. Perform subsistence activities In ways that are appropriate to local cultural traditions: events, activities, arts, crafts and various ceremonies.

Content: science, technology, society

Students will:

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- PO1. examine the interaction of human beings with their physical environment (e.g., use of land and their inhabitants); exemplify an understanding of the ecosystem changes in selected locales and regions; identify herbal plants; and become familiar with ceremonial use of certain birds and animals;
- PO2. analyze and evaluate social and economic effects of environmental changes and crisis resulting from natural phenomena (e.g., wind storms, electrical storms, hurricanes, tornados, drought, earthquakes, fire started by lightening);
- PO3. analyze how science and technology influences the core values, beliefs, and attitudes of society, and how core values, beliefs and attitudes of society shape scientific and technological change (e.g., recognize traditional natural child birth, breast feeding, proper disposal of the placenta and the child's umbilical cord associated with bring up a healthy Navajo baby; incorporation and utilization of the sweat lodge ceremony as part of the western treatment plan in various correction facilities, school counseling programs, Indian Health Services, and Navajo Social Services programs); and
- PO4. evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., genetically engineered plants and animals, conservation of resources, harmful household products and pesticides, conceptions of the universal application of atomic energy and genetic discoveries).

S3C P3. Understand the traditional Navajo cultural values for proper fitness: physically, healthfully, and nutritiously; seek the comfort of understanding the concepts of Sa'2h Naagh17 d00 Bik'eh H0zh00n.

Content: Navajo Philosophy of Life

Students will:

- PO1. compare, evaluate and propose alternative methods to teach prevention and elimination of substance and drug abuse. decrease number of heart failures, diabetes. hypertension. obesity and vehicle accidents and homicides; and
- PO2. explain and apply ideas, theories and modes of inquiry drawn from science and traditional health practices on maintaining good mental and physical health;

S3C P4. Make constructive contributions to the governance of their community and the well-being of their family, yee ad1naha t'1 doolee[, yee had7t'4e doolee[d00 bee iin1 naat'i' doolee[.

Content: government, civics, history, social studies

Students will:

- PO1. Identify and describe significant historical periods and patterns of change within and across cultures: Pre-European contact of 1400-1600; development of ancient cultures; Spanish-Mexican Period of 1600-1846; and American Contact of 1846-1870;

Expansion and Changes of 1870-1940; establishment of Bureau of Indian Affairs agencies: Transition and Assimilation and Progress of 1940-Present; the rise of the Nation toward self sufficient and self governance;

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- PO2. investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues, while employing empathy, skepticism and critical judgment;
- PO3. explain the purpose of government and analyze how its powers are acquired, used and justified;
- PO4. compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity;
- PO5. analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among communities, regions and nations;
- PO6. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict;
- PO7. analyze the relationships and tensions between Indian sovereignty, national and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns;
- PO8. understand that state and federal involvement are also important to Indian people; some state and federal issues potentially affect the status and operations of tribal governments; and
- PO9. discuss the availability and functions of regional and national Indian organizations which work for the betterment of Indian life (e.g., the National Congress of American Indians, National Indian Education Association, regional Indian organizations).

S3C P5. Attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual, and spiritual well-being. ! d1nts4kees doolee[, ch1nah nil% doolee[, 1d7needl% doolee[d00 bitah y1'1hoot'4eh doolee[.

Content: social studies, geography, philosophy, history

Students will:

- PO1. articulate personal connections to time, place, people and social/cultural systems;
- PO2. identify, describe and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- PO3. apply concepts, methods and theories about the study of human growth and development such as physical endowment, learning, teaching, motivation, attitude, behavior, perception and personality through traditional and contemporary views;
- PO4. examine factors that contribute to and damage one's mental health and analyze issues related to mental, emotional, spiritual and behavioral disorders in contemporary society;
- PO5. compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors of individuals and group;
- PO6. evaluate examples of the spread of American Indian culture traits that contribute to cultural convergence (e.g., inter-tribal powwows and fairs, Native American Church movement,

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National Indian Rodeo Cowboys Association, increased number of Indian students entering higher education and entering professional fields (e.g., doctors, teachers, school administrators, professional golfer, boxing and other sports); and

PO7. describe, analyze and discuss the adaptation of the typical American "teen" culture by Indian children (e.g., types of music, clothing styles, movies, arts, sports and other pass time events); suggest ways to preserve the Navajo culture and language.

S3C P6. Function effectively in a variety of cultural settings.

Content: social studies, history , fine arts, and government

Students will:

PO1. explore factors that contribute to one's personal identity (e.g., interests, capabilities, perceptions, social and spiritual participation);

PO2. analyze a particular cultural event or an activity to identify, analyze and understand particular response and participation by individuals;

PO3. show how traditional teaching and learning influences physical, mental and emotional development that affect behaviors and attitudes; and

PO4. describe the factors that still exist which traditionally defined American Indian culture.

S3C P7. Adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge people become involve in.

Content: social studies, history, civics and technology

Students will:

PO1. identify human and physical changes in regions and explain the factors that contribute to those changes; exemplified by comparing maps showing reservation lands in the 18th-20th centuries; identify the reasons for any changes in the boundaries of these reservation lands, including lost and/or regained lands;

PO2. use appropriate resources, data sources and geographic tools (e.g., maps, topo printouts, surveying instruments, photographs) to understand homesite leases, allotted land, customary use areas, trust land, fee land and public domains;

PO3. propose, compare and evaluate alternative policies for the use of land and other resources in communities, regions, nations and the world (e.g., community going into gravel business, tribal buffalo ranch businesses and community landfill adhering to all standards requirements);

PO4. evaluate the extent to which tribal/state/federal governments achieve their stated ideals and policies at home, agency, regional and the nation;

PO5. comprehend how the definition of tribal sovereignty has evolved and continues to do so and understand the tenets which establish tribal sovereignty;

PO6. be familiar with the major federal Indian policy periods and how the legislation and court cases of those periods define the relationship between tribal governments, the federal and

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state governments (e.g., Removal and Relocation Policy, 1828-1887, Allotment and Assimilation Policy, 1887-1934, Reorganization Policy, 1934-1945, Termination Policy, 1945-1961 and Indian Self-Determination Policy 1961-Present);

- PO7. identify powers of tribal governments; understand their limitations (e.g., membership in the nation, administer justice, enforce law, property use, divisions and departments); and be familiar with U .S. Supreme Court cases of significance, etc.;
- PO8. explain the importance of participating in tribal cultural customs and events as a means of developing and expressing tribal citizenship and in perpetuating unique traditions which form a basis for tribal identity;
- PO9. recognize other forms of social participation in community volunteering, helping elders, caring for one's family, etc.;
- PO10. describe forms of political involvement available to them in their tribal community (e.g., participate in council meetings, rallies, voting, letter writing campaign; understand processes in initiating a referendum, recall, amendment and lobbying); and
- PO11. prepare a public policy paper, present and defend it before an appropriate forum in school, community, regional and/or the Nation.

Standard 4. CULTURAL - Sihasin

Culturally-knowledgeable Navajo students demonstrate an awareness and appreciation for the interaction, relationships and processes of all elements in the world around them, having gain knowledge and understanding of the cultural virtues associated with the growing process: nits1h1kees, nahat'1, iin1, and sihasin.

Students who meet this cultural standard are able to:

S4C P1. Identify and introduce him/herself appropriately through the understanding of the Navajo traditional concept of *k'4*, a reflection of 1di1j7dl9, 1d1nahat'1, 1da hozd7lzin, d00 1d1nts1j7kees.

Content: Integrate all content areas

Students will:

- PO1. research and define concept of Navajo Early Child Rearing Practices (e.g., marriage, pregnancy, birth, first laugh, first word, first walk, first cradle board, proper disposal of placenta, umbilical cord, lost of baby teeth, puberty ritual activities and marriage);
- PO2. identify appropriate characteristics (e.g., attitude, motivation, aspiration, compassionate and caring); describe the aging process understood by the Navajo elders in terms of four major phases of life (e.g., conception-birth, infancy-childhood, adolescence-adult-hood, old age-death.);
- PO3. articulate personal connections to time, place and social-cultural systems through understanding traditional concepts of relating to “shim1 nahasdz11n, shita' y1di1hi1” and other kinship terms used to relate to the rest of the Holy People;

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- PO4. identify, describe and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- PO5. describe the ways family, religion, gender, ethnicity, nationality, socio-economic status and cultural influences contribute to the development of a sense of self;
- PO6. examine the interactions of ethnic, national or cultural influences in specific situations or events to individual's daily lives; and
- PO7. apply concepts such as role, status and social class in describing the connections and interactions of individual, groups and institutions in society.

S4C P2. 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: Integrate all content areas.

Students will:

- PO1. identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- PO2. describe and examine belief systems basic to specific traditions and laws in contemporary and historical movement;
- PO3. analyze extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- PO4. explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems; and
- PO5. work independently and cooperatively within groups and institutions to accomplish goals utilizing the understanding of *k'4*.

S4C P3. Understand the ecology and geography of the Navajoland, the people inhabit (home, local community, local chapter area, district, agency and reservation).

Content: Integrate all content areas

Students will:

- PO1. demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- PO2. apply key concepts such as time, chronology, causality, change, conflict and complexity to explain, analyze and show connections among pattern of historical change and continuity;
- PO3. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems, map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs and maps; and

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PO4. propose, compare and evaluate alternative policies for the use of land and other resources in communities, regions, nations and the world.

S4C P4. Demonstrate an understanding of the relationship between world view and the way knowledge is formed and used and be able to compare the understanding of the relationship with Traditional Navajo way of life.

Content: Integrate all content areas

Students will:

- PO1. interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross cultural understanding;
- PO2. construct reasoned judgments about specific cultural response to persistent human issues;
- PO3. explain and apply ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems;
- PO4. explain how language, art, music, belief systems and other cultural elements can facilitate global understanding or cause misunderstanding;
- PO5. describe, differentiate and explain the relationships among various regional and global patterns of geographic phenomena such as land forms, soils, climate, vegetation, natural resources and population; and
- PO6. describe and evaluate the role on international and multinational organizations in the global arena.

S4C P5. Determine how ideas and concepts from one knowledge system relates to those derived from other knowledge systems.

Content: Integrate all content areas

Students will:

- PO1. compare different political systems (their ideologies, structures, institutions, processes and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
- PO2. evaluate the role of technology in communications, transportation, information-processing, weapons development or other areas as it contributes to or helps resolve conflicts;
- PO3. explain how the scarcity of productive resources (human, capital, technological and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- PO4. analyze and evaluate the effects of technological changes on the global community;
- PO5. describe relationships among the various economic institutions that comprise economic system such as households, business firms, banks, government agencies, labor unions and corporations;

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PO6. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues; and

PO7. recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards and technologies from diverse world culture.

S4C P6. Recognize how and why cultures changes over time.

Content: history, Navajo Principles and Values

Students will:

PO1. identify and describe significant historical periods and patterns of changes within and across cultures. such as the development of ancient cultures and civilizations, the rise of nation-states. social, economic and polticial revolutions;

PO2. examine. interpret and analyze physical and cultural patterns and their interactions, such as land use. settlement patterns, cultural transmission of customs, ideas and ecosystem changes;

PO3. analyze groups, religious beliefs, laws, peer pressure and institutional influence on people, events and elements of culture in both historical and contemporary setting;

PO4. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life and economic needs, wants and security;

PO5. analyze how science, math, modern medicine, education and technology influence the core values, beliefs and attitudes of society, and how core values, beliefs and attitudes of society shape change;

PO6. describe and evaluate how language, art, music, belief system and other cultural elements can facilitate global understanding or cause misunderstanding; and

PO7. explain conditions and motivation that contributes to conflict, cooperation and inter-dependencies among groups, societies and nations.

S4C P7. Anticipate the changes that occur when different cultural systems come in contact with one another.

Content: social studies, history. government

Students will:

PO1. identify cultural characteristics that originated in various cultures and trace the spread of each by means of (e.g. , the movement of Native American foods to Europe as a result of European exploration on North America; furs to Europe; horses to North America as a result of Spanish arrival, removal of tribe from one place to another);

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- PO2. identify and demarcate areas that are alike and different and form regions from these areas (e.g., regions of dense and less dense settlement, such as regions on Native American urban and Native American rural communities);
- PO3. compare ways in which an American Indian urban neighborhood is similar to and different from an American Indian reservation neighborhood (e.g., house styles, schools, presence of sidewalks, vegetation type and at least one population characteristic, such as age of residents);
- PO4. prepare a display contrasting American Indian life in a region in the past with American Indian life in the same region in the present in terms of population size and cultural characteristics such as language, economic activities, transportation, cuisine or means of recreation to identify ways in which the region has changed;
- PO5. identify changes in the internal structure or function of an American Indian region, such as a reservation (e.g., construction of a new shopping center, tribal school, casino, hospital, manufacturing plant, urban development and local governance);
- PO6. develop a set of questions to ask tribal elders about regional changes during their life-time (e.g., changes in transportation, cultural traditions, ceremonies, how people earn a living, environmental conditions) provide a summary of the responses; and
- PO7. conduct interviews, collect information on how people of different age, sex, or culture view the same place or region; organize the information by subject (e.g., forest, mountains, plateaus, valleys), type of interviewee (e.g., non Indian female and Indian male) and responses (e.g., like/dislike, important/unimportant).

S4C P8. Determine how cultural values and beliefs influence the interaction of people from different cultures and backgrounds.

Content: social studies, history, civics and government

Students will:

- PO1. analyze American Indian songs, poems and stories about places in order to make inferences about people's feelings regarding the places featured in those works;
- PO2. discuss traditional American Indian views about the elements of creation and their relationships to one another; discussion should be specific to respective tribe;
- PO3. write descriptions of groups of plants and animals (that are or traditionally were important to Native American Indians) associated with vegetation and climactic regions on earth (e.g., why did the buffalo thrive in the Great Plains region?);
- PO4. describe how vegetation and soil affected historical American Indian settlement patterns (e.g., good sites for building or farming) and the ways in which American Indian affected vegetation and soil (e.g., changing vegetation and/or practicing soil conservation);
- PO5. examine narratives describing a variety of American Indian migrations in different regions and discuss the reasons for each migration (e.g., voluntary moves, such as Athapaskan into

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the southwest; involuntary movement, such as southeastern tribes during the "removal" period of 1820s and 1830s, or the "Long Walk" era of the 1860s);

- PO6. use components of culture to compare how American Indian children live in different regions (e.g., similarities and differences in terms of environment and resources, technology, food, social organization, beliefs and customs, schooling, what girls and boys are allowed to do); and
- PO7. identify components of the student's traditional American Indian cultures (e.g., language, social organizations, beliefs and customs, forms of shelter, economic activities, education systems) and write a brief description of it, including at least one statement about each component.

Standard 5. COMMUNICATION - Listening and Speaking

Din4 Bizaad bee y1ti' d00 bee ak'e'elch7igo b7hoo'aah. Culturally-knowledgeable Navajo students engage in conversations, provide and obtain information, express feelings, emotions and exchange opinions.

Students who meet this cultural standard are able to:

S5C P1. Identify him/herself in Navajo clan relation to his/her primary and extended relations through the understanding of the concept of *k'4*, a reflection of 1di|j7dl9, 1d1nahat'1, 1d1 hozd7lzin, d00 1d1nts7j7kees.

Content: Integrate all content areas

Students will:

- PO1. express one's point of view through the exchange of personal feelings and ideas with members of the Navajo Nation;
- PO2. use appropriate cultural responses in diverse exchange (e.g., express gratitude, extend and receive invitations, apologies, communication preferences); and
- PO3. know how to exchange information on current or past events and aspirations in one's personal life and in those of family, friends and community .

S5C P2. Acquire in-depth cultural knowledge through active participation and meaningful interaction with parents, elders, community, tribal leaders and other distinguished successful Navajo people.

S5C P3. Participate in and make constructive contributions to the learning activities associated with a traditional camp environment.

S5C P4. Interact with grandparents and other elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community.

S5C P5. Acquire knowledge in all the areas of local, tribal history and cultural tradition;

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including the appropriate times for certain knowledge to be practiced and taught.

S5C P6. Become an active member of the community in which they live and make positive and culturally appropriate contributions to the well-being of that community.

S5C P7. Use appropriate vocabulary to exchange information about national and international topics (e.g., information from newspapers, magazine articles, programs on television, radio and/or video tapes).

S5C P8. Use appropriate vocabulary to express personal reactions and feelings about and authentic literary text (e.g., poems, plays, short stories and novels).

S5C P9. Use appropriate vocabulary to exchange opinions and perspectives on issues of contemporary and historical interests in the predominant and Navajo culture.

Standards 6. COMMUNICATION - Writing and Reading

Din4 Bizaad bee 1k'e alch7 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 understanding,

Students who meet this cultural standard are able to:

Content: Integrate all content area,

Students will:

S6C P1. 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).

S6C P2. Present cultural and literary works in the Navajo language that are appropriate at this developmental level (e.g., present short plays, skits, recites selected poems and anecdotes).

S6C P3. Write notes or short letters to peers in the Navajo language on topics of shared personal interest including everyday events and activities at home or in school and/or describing and analyzing current events.

S6C P4. Summarizes the plot and provides brief descriptions of characters in selected poems, short stories, folk tales and anecdotes,

S6C P5. Read fluently and independently.

S6C P6. Use variety of strategies to gain meaning from text.

S6C P7. Analyze and interpret information from stories or other text,

S6C P8. Locate and use a variety of texts to gain information.

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S6C P9. Be familiar with Indian literature for children, especially with that pertaining to the Navajo tribe and literature written by Din4 and/or American Indian authors.

S6C P10. Understand the significance of Indian languages in the past and present native cultures and their contributions to American Indian culture (e.g., place names, Navajo Codes, songs).

S6C P11. Use different forms of writing to communicate.

S6C P12. Use the conventions of written Navajo language with increased accuracy.

S6C P13. Write in an organized and coherent manner .

S6C P14. Write, reread, reflect, and make revision.

S6C P15. Proofread rough drafts and make corrections in mechanics.

S6C P16. Show increasing control of standard Navajo spelling and grammar .

S6C P17. Show beginning understanding of research writing.

S6C P18. Use adequate vocabulary and non-verbal skills to acquire goods and services in the Navajo language for personal needs and leisure (e.g., locating services within the tribal government and communicating preferences).

Standard 7. COMMUNICATION - Viewing and Presenting

A[’aan 1daat’4igo naalkid7 doo dan7l’98go bee 7dahoo’ aah1g77 Din4 1[ch7n7 yinahj8’ d00 yee idahoo[’ 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 Teaching: 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’n7l’dii’ 71ji[ti’ da (do not talk harshly).

Students who meet this cultural standard are able to:

S7C P1. Exchange information with elders on the Navajo culture.

S7C P2. Use appropriate oral language for everyday communication in Navajo.

S7C P3. Explore the history associated with traditional Navajo ways (e.g., food preparation).

S7C P4. Participate in traditional activities and learn the languages associated with those activities.

S7C P5. Plan, develop and produce a visual presentation, using a variety of media (e.g., video tapes, films, newspapers, magazines and computer images).

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S7C P6. Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.

S7C P7. Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision-making and cultural perceptions.

S7C P8. Plan, organize, develop, produce and evaluate an effective multimedia presentation; use tools (e.g., charts, photographs, maps, tables, posters, transparencies, slides and electronic media).

S7C P9. Analyze and evaluate the impact of visual media on the intended audience.

S7C P10. Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media.

S7C P11. Expand abilities in developing multimedia presentations.

S7C P12. Research ethical issues related to the laws, rules and regulations for the use of media.

S7C P13. Use clear and concise language when presenting analytical responses to literature; convey technical information and explain complex concepts and procedures.

S7C P14. Deliver creative and dramatic interpretations of literary or original works.

S7C P15. Evaluate and improve personal communication skills.