

**T'áá Shá Bik'ehgo Diné Bí
Ná nitin dóó Íhoo'aah**



Office of Diné Culture, Language & Community Service
Division of Diné Education

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RESOLUTION OF THE
EDUCATION COMMITTEE
OF THE NAVAJO NATION COUNCIL

Approving the Adoption of the Diné Cultural Content
Standards for Students, "T'áá Shá Bík'ehqo
Diné Bi Na'nitin d66 Ihoo'aah"

WHEREAS:

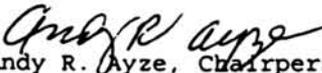
1. Pursuant to 2 N.N.C. §481, the Education Committee is established and continued as a standing committee of the Navajo Nation Council; and
2. Pursuant to 2 N.N.C. §484 (B)(1)(4), the Education Committee of the Navajo Nation Council serves as the oversight committee of the Division of Diné Education and is empowered to promulgate regulations, policies and procedures to implement Navajo Nation education laws; and
3. By Navajo Nation Council Resolution CN-61-84, the Navajo Nation Council adopted the Navajo education policies; and
4. In the Navajo education policies, the Navajo Nation Council directed the Division of Diné Education to develop Navajo education standards with Navajo culture specifics to complement the education policies; and
5. A special task group, comprised of teachers, parents, school board members, administrators in coordination with the State Department of Education from Arizona and New Mexico, assisted the Diné Culture, Language and Community Services in the development of the Diné Cultural Content Standards for Students. The group met monthly over eighteen (18) months drafting, reviewing and revising the cultural standards; and
6. The draft Diné Cultural Content Standards for Students were widely disseminated through individual requests, public presentations, conferences and public hearings at various communities, on and off the Navajo Nation. All school board associations and local school boards had the opportunity to review and submit input; and
7. The proposed Diné Cultural Content Standards for Students compliment existing state and federal statutes through the "foreign" and "classical" language requirements and/or provision of "The Year 2000 Education Goals," that encourages integration of the learner's culture and language into the content areas.

NOW, THEREFORE, BE IT RESOLVED THAT:

The Education Committee of the Navajo Nation Council hereby approves the Diné Cultural Content Standards for Students, attached hereto as Exhibit "A".

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Education Committee of the Navajo Nation Council at a duly called meeting at Window Rock, Navajo Nation (Arizona), at which a quorum was present and that same was passed by a vote of 5 in favor, 0 opposed and 0 abstained, this 23rd day of June, 2000.


Andy R. Ayze, Chairperson
Education Committee
NAVAJO NATION COUNCIL

Motion: Christine Apache
Second: Dr. Samuel Billison

Mission Statement

The human resources of the Navajo Nation is its most valuable resource. The Navajo Tribe, as a sovereign nation, has a responsibility to its people to oversee the education in whatever schools or school systems they are being educated, to assure their education provides excellence in the academic program and high, realistic expectations for all students. An appropriate education for all Navajo people is one that fosters:

- A. the formulation of age, grade and/or developmentally appropriate competencies in all basic areas of academic and cognitive skills;
- B. competence in English language skills and knowledge of American culture;
- C. competence in Navajo language skills and knowledge of Navajo culture;
- D. the development of Navajo and United States citizenship;
- E. self-discipline and positive self-concept;
- F. preparation for lifetime responsibilities in the areas of employment, family life, recreation and use of leisure; and
- G. an attitude toward education which encourages lifetime learning.

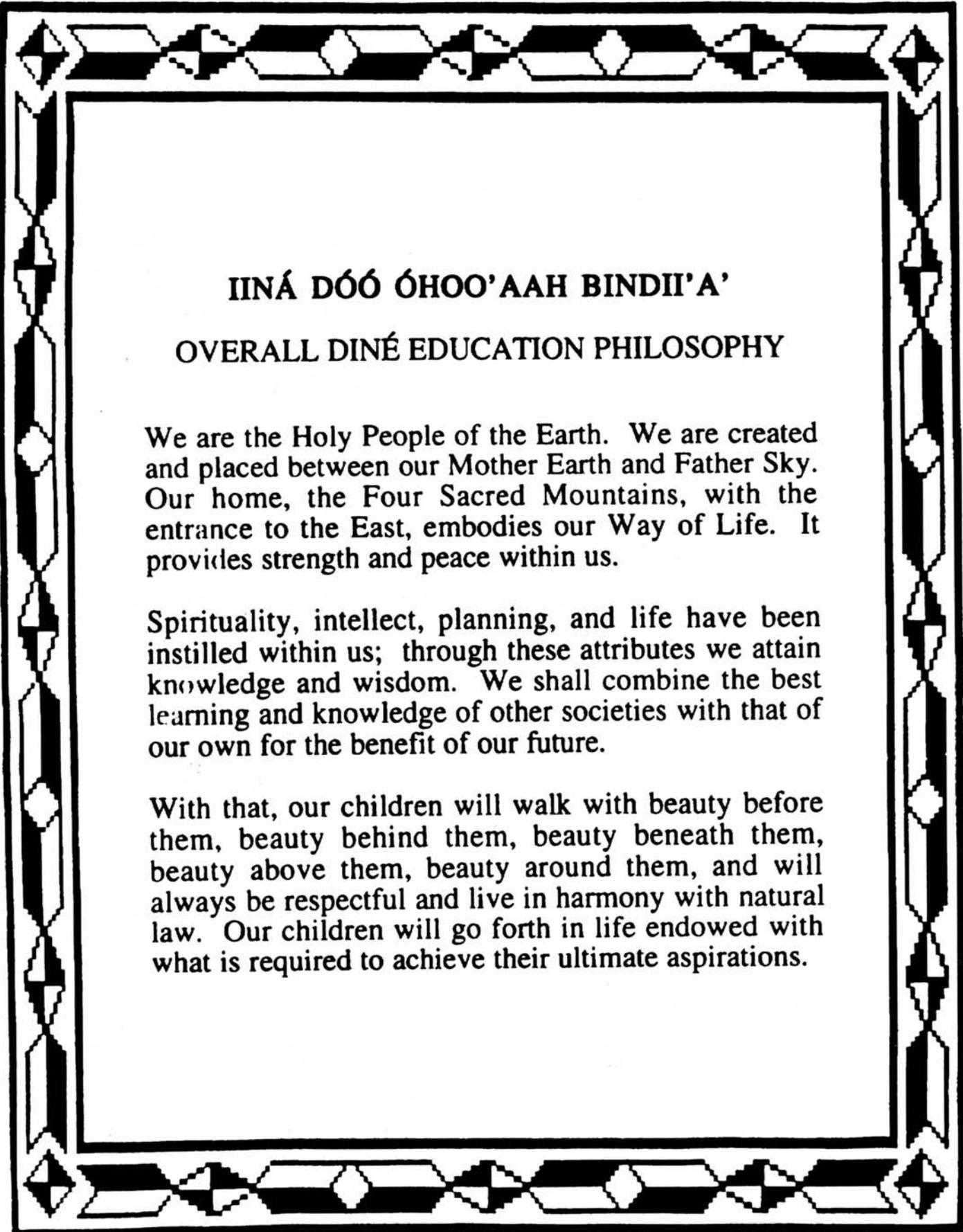
[What follows are the two sections on Language and on Culture/Social Studies. These are two sections from a more comprehensive set of Policies]

Education in Navajo Language

The Navajo language is an essential element of the life, culture, and identity of the Navajo people. The Navajo Nation recognizes the importance of preserving and perpetuating that language for the survival of the Nation. Instruction in the Navajo language shall be made available for all grade levels [in] all schools serving the Navajo Nation. Navajo language instruction shall include to the greatest extent practicable: thinking, speaking, comprehension, reading and writing skills[,] and study of the formal grammar of the language.

Education in Navajo Culture

The survival of the Navajo Nation as a unique group of people growing and developing socially, educationally, economically and politically within the larger American Nation requires that the Navajo People and those who reside with the Navajo People retain and/or develop an understanding, knowledge and respect for Navajo culture, history, civics and social studies. Courses or course contents which develop knowledge, understanding and respect for Navajo culture, history, civics and social studies shall be included in the curriculum of every school serving the Navajo Nation. The local school governing board, in consultation with parents, students and the local community, shall determine the appropriate course content for the Navajo culture component of the curriculum.



IINÁ DÓÓ ÓHOO'AAH BINDII'A'

OVERALL DINÉ EDUCATION PHILOSOPHY

We are the Holy People of the Earth. We are created and placed between our Mother Earth and Father Sky. Our home, the Four Sacred Mountains, with the entrance to the East, embodies our Way of Life. It provides strength and peace within us.

Spirituality, intellect, planning, and life have been instilled within us; through these attributes we attain knowledge and wisdom. We shall combine the best learning and knowledge of other societies with that of our own for the benefit of our future.

With that, our children will walk with beauty before them, beauty behind them, beauty beneath them, beauty above them, beauty around them, and will always be respectful and live in harmony with natural law. Our children will go forth in life endowed with what is required to achieve their ultimate aspirations.

IINÁ DÓÓ ÓHOO'AAH BINDII'A'

OVERALL DINÉ EDUCATION PHILOSOPHY

Ni'hokáá' Diyin Dine'é niidlí. Nahasdzáán nihimá dóó Yádilhił nihitaa' bita'gi nanihi'deelyá. Dził éí tsodizin dóó sin, nitsáhákees, nahat'á, iiná dóó siihasin bił hadít'éego nihighan ha'a'aahjigo ch'é'étiingo nihá'ályaa áádóó Diyin Dine'é saad niheiinlá. Díí bee nihidziil dóó chánah niidlí.

Tsodizin dóó sin, dóó nitsáhákees, dóó nahat'á, dóó iiná, dóó siihasin, kót'éego bił nanihi'deelyá éí bik'ehgo óhoo'aah dóó éé'deetił biniyé nihá niilyá. Tł'óódeé' óhoo'aah dóó éé'deetił yá'adaat'éhígíí éí bił alhii'siláago kodóó náásgóó niha'alchíní bee naniitin dooleel. Bits'íis dóó binitse'kees hadadít'éego yee iiná fidoolíł.

Díí bee nihitsiji' hózhqo dooleel, nihikéedéé' hózhqo dooleel, nihiyaagi hózhqo dooleel, nihik'igi hózhqo dooleel, nihinaa t'áa altso hózhqo dooleel, iinda bee nizaa hadahózhqod dooleel. Díí bee Si'ah Naaghái Bik'eh Hózhón niidlíigo náasji' kót'éego bee yiikah dooleel.

PREFACE

The Diné People as a Nation has endured and prospered through the centuries with a strong belief based on a philosophical infrastructure that they are one with nature and the universe. A belief that they are committed to living a life in accordance to a foundation of *Sa'ah Naaghái Bik'eh Hózhóón* which was set forth by their descendants at the beginning of time. Whereas in contrast, life in current times of change and technology has had a great impact on its' people, a compelling force that has provoked the elders to remind us, there is an emphatic need to encourage and revive the very principles and values of teaching cultural heritage. Therefore, the Navajo Nation is an era of new commitment and excellence in education, a goal that will empower our people in westernized education while maintaining and retaining a strong bond to a unique ethnic culture.

It is on the account of the aforementioned that the following Diné Cultural Content Standards for students *T'áá Shá Bik'ehgo Diné Bi Na'nitin dóó Íhoo'aah* has been developed by Navajo Educators, parents, school board members, traditional practitioners and many other community members. The instrument is a tool recommended for schools and communities to examine and implement the devised document into their current educational content areas with cultural heritage and language learning.

The Diné Cultural Content Standards is predicated on the belief that firm grounding of native students in their indigenous cultural heritage and language, is a fundamentally sound pre-requisite to well developed and culturally healthy students. The cultural content standards entitled *T'áá Shá Bik'ehgo Diné Bi Na'nitin dóó Íhoo'aah* will ultimately serve as a guide and promote a complementary learning through various community and individual resources, while respecting immediate academic programs and their processes. While states' education standards emphasize varying statutes as in content alignment and benchmarks, the developed standards will compliment learning through contemporary forms and approaches in teaching culturally oriented materials in specific areas of learning. The standards are basically designed to convey principles and to place values on the meaning of *Diné K'ehgo Nitsahakesgo Bee Iná*, so that learners will be empowered to comprehend and respect their cultural heritage through self-identity. The pursuance of learning *Sa'ah Naaghái Bik'eh Hózhóón* encompasses stages of developmental growth that is a pre-requisite to fulfilling and living a complete life.

INTRODUCTION

Through a series of regional and district meetings with the bureau, public, contract, grant, private, headstart, and Diné College, the Arizona and New Mexico State Department of Education professionals and administrators, a Diné Culture-Language Standards has been developed for all culturally responsive schools that wish to utilize the standards. The standards are applicable to all Diné students and communities because they focus curricular attention on the study of the surrounding physical and cultural environment where the school is situated. The people are long-term inhabitants who have accumulated extensive knowledge related to their community environment and have a lot to offer to the formal education of their youth.

For the program participants, the goal is to develop in each Navajo student an effective life-long learning abilities through awareness of his/her elder traditional terms and concept of Sa'ah Naaghái Bik'eh Hózhóón and the personal development of T'áá hó ájít'éego. These simple Navajo words imply an array of meanings for various group of people, however, in this content it should be understood to mean an embracement of life-long teaching and learning through development of positive personal traits to learn a way of making a living Sa'ah Naaghái Bik'eh Hózhóón represents the Diné traditional philosophical system of values and beliefs that provides teaching and learning of human existence in harmony with the natural world and universe from a world view. The system provides teaching and learning of a healthy well-being throughout life. While it is difficult to translate in English, T'áá hó ájít'éego glosses efficacy, self-confidence, initiative, responsibility, critical thinking, and the courage to act. It represents a key outcome of thinking and living that are in harmony with the dictates of Sa'ah Naaghái Bik'eh Hózhóón.

The intention of T'áá Shá Bi k'ehgo Diné Bí Na'nitin Dóó Bi Íhoo'aah is to weave across the content and process of the children's educational programs to help them retain and accelerate their learning by using methods, activities and learning style of the children's family and community. A four-part planning process is central to traditional Navajo way of knowing; **Nitsáhákees** (the process of thinking and conceptualizing), **Nahat'á** (the process of planning, inquiring, investigating, and experimenting), **liná** (the process of applied learning, accomplishing, producing, performing, and publishing), and **Sihasin** (the process of making critical affirmative action of thinking, planning, learning, becoming experienced, expert, and confident to adapt). It organizes all aspects of learning and teaching for children and adults and reflects the principles for guidance and protection from the imperfections in life; Sa'ah Naaghái and the principles for the well-being and being a whole person; Bik'eh Hózhóón. At the level of processes, teachers and students conceptualize an idea through brainstorming and plan the strategies for implementation. liná is the implementation of the plan and sihasin is making critical affirmation of the processes. The system requires a progressive movement in the sunrise fashion as each

Nitsáhákees
the process of thinking
and conceptualizing

Nahat'á
the process of planning,
inquiring, investigating,
and experimenting

liná
the process of applied
learning, accomplishing,
producing, performing,
and publishing

Sihasin
the process of making
critical affirmative action
of thinking, planning,
learning, becoming
experienced, expert,
and confident to adapt

INTRODUCTION

content, concept, unit of study is delivered. In this fashion, learning and teaching pattern will become a way of life and a way of approaching new concepts.

A foundation in Navajo cultural studies constitutes developing a strong basis for NITSÁHÁKEES, (Standard 1), NAHAT'Á (Standard 2), IINÁ (Standard 3), SIHASIN (Standard 4) and COMMUNICATIONS (Standards 5, 6, and 7).

The Diné Culture Content Standards specifies a community-child-centered approach to develop a strong foundation in the Diné Culture-Language studies, an approach that will encourage schools to nurture and build upon the rich cultural traditions throughout Navajoland.

The cultural standards could be used for the following purpose.

1. They may be used as a basis for reviewing school and/or district-level goals, policies and practices in regards to the cultural curriculum being implemented.
2. They may be used by the local community to examine the kind of home/family environment and parenting support systems that are provided for the upbringing of its children.
3. They may be used to devise locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally healthy behavior, including serving as potential graduation requirements for students.
4. They may be used to strengthen the commitment to revitalizing the local language and culture and fostering the involvement of Parents and Elders as an educational resource.
5. They may be used to help teachers identify teaching practices that are adaptable to the Navajo cultural context in which they are teaching.
6. They may be used to guide the preparation and orientation of teachers in ways that help them attend to the cultural well-being of the students.
7. They may serve as criteria against which to evaluate educational programs intended to address the cultural needs of students.
8. They may be used to guide the formation of state-level policies and regulations and the allocation of resources in support of equal educational opportunities for all children on Navajoland.

ACKNOWLEDGEMENTS

Ahéhee' (thank you) to many individuals, teachers, parents, school board members, school administrators and personnel of the Office of Indian Education from Arizona, New Mexico and Federal Government who contributed to the formulation and designing of the **Diné Cultural Content Standards for Students**, "T'áá Sha Bik'ehgo Diné Bi Na'nitín dóó Íhoo'aah." The Office of Diné Culture, Language & Community Services, DIVISION OF DINÉ EDUCATION carried out the coordination and research. Thank you for support, coordination and collaboration to:

Navajo Nation Government-Executive Branch: President Kelsey Begay, Vice President Dr. Taylor McKenzie, Former President, Albert Hale, Milton Bluehouse, Thomas Etsitty, and Peterson Zah.

Division of Diné Education staff: Executive Director, Genevieve Jackson, ASO IV, Roxanne Gorman, Former Executive Director, Justin Jones, Elmer Guy, Anita Tsinnajinnie, and Anita Bradley Phieffer.

Office of Diné Culture, Language and Community Services staff: Eddie Tso, Program Director; Sylvia A. Jackson, Education Specialist; Roger Begay, Education Specialist; Irvin James, Traditional Education Specialist; and Carole Thomas, Administrative Assistant.

Navajo Nation Education Committee (1998-Present): Andy R. Azye, Chairperson, Wallace Charley, Vice Chairperson, members: Calvin Kirk, James Bilagody, Dr. Samuel Billison, Harry Jackson, Kenneth Nez, Emerson Jackson, Elmer E. Clark, and William Tso.

Navajo Nation Education Committee (1995-1998): Leonard Chee, Chairperson, Julia M Mose, Vice Chairperson, members: Andy R. Ayze, Harry Jackson, Kenneth Nez, Emerson Jackson, Elmer E. Clark, and William Tso, former Chairperson.

School Board Associations: Navajo Area School Board Association (NASBA), Navajo Nation Public School Board Association (NNPSBA), Association of Navajo Community Controlled School Board, Inc. (ANCCSB, Inc.) and Native American Grant/Contract School Board Association (NAGSA) and Diné College.

Diné Cultural Content Standards for Students Participants - Ahéhee': Ruth Roessel, Sylvia Blacksheep, Marjorie Dodge, Emerson John, Dr. Fannie Spain, Paul Braxton, Julia Benally, Isabelle Sleuth, Martha Lee, Peggy Rafelito, Marilyn Help Hood, Mary Begay, Valerie J. Denetclaw, Eunice Kelly, Emma R. Yazzie, Doris Tso, Velma J. Roan, Ross Bigman, Sam Begay, Elsie E. Carr, Henry McCabe, Rose Gambler, Gloria Murphy, Nora P. Secuteu, Reuben L. Joe, June Leno, Jeanette Descheenie, Lloyd Lee, Vernida Etsitty, Telrey Redhair, Helen Antonio, Louise Benally, Ella Shirley, Jeri Clark, David Clark, Teddy Begay, Elviry Largie, Mary Goodluck, Jackie Benally, Eddie Toledo, Herman Cody, Marjorie Francisco, Lucy Roanhorse, Sadie Bill, Stella Claw, Chester Claw, Susie Store, and many others whom we didn't mentioned.

Tse Sí Aní Communications: Roy Hubbell for technical services, layout and design.

We extend our gratitude to the parents and community members who voluntarily participated in these meetings and discussions for their patience and dedication. We thank everyone and we hope you and others will continue to support and contribute in further development of the Diné Cultural Content Standards for Students.

Navajo Foundation of Education
T'áá Shá Bik'ehgo Diné Bí Na'nitin dóó Íhoo'aah

EAST - White - Ha'a'aah - Sis Naajini - Dawn - birth - beginning of life - a new beginning for each day
goal setting - visualizing - conceptualizing - developing mental strength - capabilities
realization - creativity - reasoning - awareness - developing ideas - forming
opinions - develop good memory skills - sensitivity -
intellectual development - becoming innovative

Hayootkáát atlin oodáát,
Hayootkáát bee niłghá

NORTH

Náhookos

Sihasin

Dibé Nitsaa - Darkness

mysteriousness - aging process

spiritual wholeness - confidence

self reflection - competency - evaluation.

Questioning. Full implementation in

strategic planning - goal setting

implementation - reviewing

revising and evaluation

display mental strength and emotional

stability, comfortable living, understanding

lifetime learning and living while

obtaining a sense of balance

with self and surroundings.

Obtaining strong

mental

stability.

SOUTH

Tsoodzil - Nahat'á

Blue - Nihoodeet'izh

Shíigo (summer) - Planning

Identify resources - gather infor-

mation - analyze - express emotion

stability - understanding - identity

capabilities and possibilities - becoming

creative - understand ajooba' generosity

care, through understanding of

K'e. Understand ayoo'óni - I (love)

dóo ha'jólni (emotional stability).

Develop awareness of good health and the

importance of eating healthy food & daily

exercise. Learn the importance of self-

sufficient, self-support, self-gover-

nance. Recognize your role and

responsibilities in the clan,

extended family, and

community.

WEST - Yellow - E'e'aah - Dook'o'oolííd

season - Aak'eedgo - harvesting. Know parental role

and responsibilities. Know purpose of living - know family values and

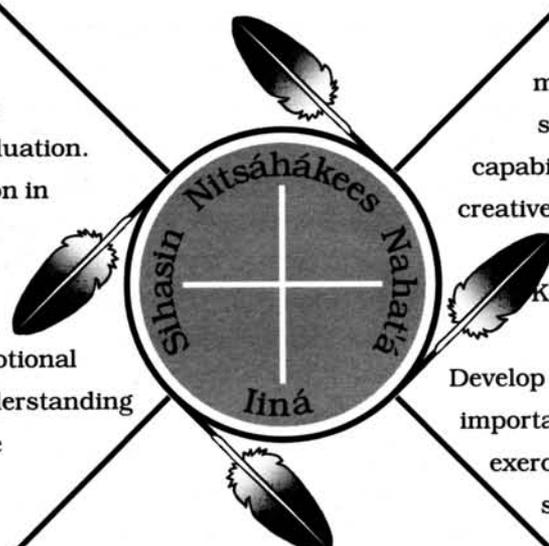
principles - know primary and extended family, clan members - use correct

terminology in relationship - know appropriate behaviors and acceptable attitude.

Make positive relationship and teasing. Know accomplishments and implementation -

production - results - construct and revise life goals and objectives - visionary person.

Active in family social activities as well as general community concern. Matured and considered wise.



Learning the Diné Way of Life is interwoven with traditional legends and values on becoming a whole person and to receive a spiritual blessing and guidance only expected from the higher authorities not of this world, but of the Sa'qh Naaghái Bik'eh Hózhóón, as the Diné people rejoice with affirmation of receiving this gift :

Shitsijj' hózhq doo
Shikéédéé' hózhq doo
Shiyaagi hózhq doo
Shik'igi hózhq doo
Shinaagi hózhq doo
Shizaad hahózhq doo
Si'qh Naaghái Bik'eh Hózhq Nishijj doo.

Let there be blessing before me
Let there be blessing behind me
Let there be blessing below me
Let there be blessing above me
Let there be blessing all around me
Let there be blessing through the words I speak;
I have become one with the spirit. I am what the
spirits want of me. Let there be blessing.

READINESS: Pre-School through 4th Grade

Standard 1. CULTURE – Nats1h1kees

Culturally-knowledgeable Navajo children are well grounded in the cultural heritage and traditions of their people, history and land. Din4 1[ch7n7 nil7g77, be'iina' yaa' 1kon7zingo yee had7t'4ego d00 yee bik'eh0l=-go naagh1a doolee[.

Students who meet this cultural standard are able to do:

SIC R1. Identify him / herself in relation to his / her primary family members and home environment reflecting understanding and promoting awareness of 1d44hozd7lzin, 1d1nts1h1kees, k'4zn7dzin d00 1d1hozd7lzin doolee[.

CONTENT: 1d0one'4 7dl7n7g77; self, home, friends, and family

Student will:

- PO1. demonstrate knowledge of relating to primary clan family members through the traditional Navajo concept of k'4 and relate place of residence;
- PO2. use correct kinship terms (e.g., shim1, shizh4'4, shideezh7, shitsil7, sh7naa7, sh1d7, shichei and shim1 san7);
- PO3. introduce him/herself in the appropriate traditional way;
- PO4. display respect for self and others in the learning environment, at play, on the bus, in the classroom and in the cafeteria;
- PO5. exemplify knowledge on the traditional significance on the various types of dwellings; identify traditional food and tell how they are prepared; identify traditional dress styles of the Navajo people;
- PO6. compare and contrast different stories or accounts about past events, people, places, or situations and identify how they contribute to our understanding of the past; and
- PO7. work independently and cooperatively to accomplish goals through the utilization of the traditional Navajo concept of k'4.

SIC R2. Assume responsibility for their roles in home-based cultural activities which form life-long obligations as community members and understand the traditional concept of 1d1nts1h1kees, 1d1h1nahat'1 ho[7l9 d00 jijooba'.

Content: home, school and community
Rules and consequences
Health and safety issues

Students will:

- PO1. examine the rights and responsibilities of individuals in an organized group participation (e.g., big sister / brother program, adopt a grandparent, plant a tree, construct a school garden, adopt a park);
- PO2. identify Indian family principles and values that promote positive behavior; identify bad choices and judgments; display knowledge of consequences for bad and good choices;
- PO3. identify and discuss current inappropriate and acceptable attitudes and behaviors within a family, classroom, dormitory and community relationship;

READINESS: Pre-School through 4th Grade

- PO4. identify and discuss the need for laws and order in the communal style living;
- PO5. identify and discuss examples of how local or tribal government (does or does not) provide for wants and needs of people, establish order, security and management conflicts;
- PO6. recognize and identify examples of tension between the wants and needs of people; discuss concepts in fairness, equity and justice;
- PO7. explore, gather data and discuss how families and community members recognize and resolve tension between the wants and needs of members; and
- PO8. distinguish among local, tribal, state and national government and identify represented leaders at these function levels.

Standard 2. CULTURE – Nahat’1

Culturally-knowledgeable Navajo students are able to build on the knowledge and skills of the local community foundations from which to draw and achieve personal and academic success throughout life. Din4 1[ch7n7 hane’, nits1h1kees, na’nitin, d00 7hoo’ aah yinahj8’ iin1 dindzin doolee[.

Students who meet this cultural standard are able to:

S2C R1. Identify him/herself in relations to his/her primary and extended clan family relationship through the understanding of the Navajo clan system, the foundation of the concept, k’4, a reflection of 1di[j7dl9, ho[’7l9, ah44hjidindzin, d00 1d1hozd7lzin.

Content: 1d0one’4, self, family friends and neighbors

Students will:

- PO1. exemplify the understanding of a nucleus in a family structure and the role of each member; understand the significant roles of a grandmother and mother’s brother (ad1’7 / ahast07);
- PO2. identify and discuss personal roles and responsibilities within a primary and an extended clan family;
- PO3. identify and analyze personal attitude, behavior, perception and expectation of self and others; and
- PO4. give examples of conflicts, cooperation and interdependence among individuals, family, groups, and friends.

S2C R2. Acquire cultural knowledge from one or two other culture/s/ without diminishing the integrity of their own and acquire traditional understanding of the moral attributes in 1d44zht’ eet88h, 1k’izht’ iit88h d00 1daa’1kohwiindzin.

Content: American Indian Studies

Students will:

- PO1. explore and describe similarities and differences in how groups, societies and cultures address similar human needs and concerns (e.g., incorporate Dinej7 hane’, the oral history);

READINESS: Pre-School through 4th Grade

- PO2. compare and contrast own family structure, habits, cultural activities and that of other American Indians;
- PO3. explore, examine, and discuss the Protection Way Teachings by parents and clan relatives in the past e.g., doo 1j7'9da, (avoid negative action) doo 1j7['9da (avoid negative performance), do aj7n7ida, doo t'00 b0h0ln7hg00 y1j7lti'da (avoid vocalizing negative remarks) d00 doo t'00 b0h0ln7gh00 nts7j7keesda (avoid negative thoughts);
- PO4. give examples of how traditional customs may be interpreted in various ways by people of diverse cultural perspectives and frame of references (e.g., entrance to all Navajo hogans face the eastern direction, celebration of the baby's first laugh, reaching puberty and marriage are all celebrated with festivities, food and gifts give-away in contrast to receiving gifts in other cultures); and
- PO5. give example and describe the importance of cultural unity and diversity within and across groups (e.g., Indian Clubs, Intertribal Pow Wows First, American Festivities and sport teams).

Standard 3. CULTURE – lin1

Culturally-knowledgeable Navajo students are able to actively participate in various cultural events and activities within their environment. Din4 1[ch7n7 be'iina', bi'1'1l'5' d00 bizaad bi[b44h0zh0zin doolee].

Students who meet this cultural standards are able to:

S3C R1. Identify him/herself in relation to his/her primary, immediate, and extended clan family while acquiring an awareness and understanding of the Navajo clan system and the concept of k'4, a reflection of 1di[j7d9, ho['9, ah44h jidindzin, h1'1hwiin7t'99', jijooba' ho[hojooba' h0l=, d00 1d1hozd7lzin.

Content: 1d0one'4 7dl7n7g77, self, family, friends, home, communities and government
Students will:

- PO1. demonstrate correct usage of terminologies to show courtesy with family members, classmates, staff and visitors (e.g., “Y1'1't44h shideezhi d00 shim1”, “t'11'sh--d7,” “ah4hee”, “n7k1'iish yeed7sh”, “h11'd66 la?”);
- PO2. display appropriate use of Navajo humor and the teasing of siblings, uncles, aunts and grandparents;
- PO3. orally demonstrate an understanding of traditional construction of the various types of hogans and be able to tell the significance of each;
- PO4. identify acquired attitude and behavioral roles and patterns in group situations (e.g., role as student, a family member, a member of a group: team, club, church and clan family);

READINESS: Pre-School through 4th Grade

- PO5. give examples and describe the importance of cultural unity and diversities within the primary family clan, school and community population through incorporation of the Protection Way Teaching: avoid behaviors (e.g., enviousness, jealousy, lying, cheating, spreading of rumors, taking things without asking); and
- PO6. demonstrate how various groups (e.g., family, clan, schools, church, community, tribe, and nation) work to meet individuals needs; promote the common good; identify examples of where they fail to do so.

S3C R2. Participate in subsistence activities in ways that are appropriate to local cultural traditions (e.g., social events, activities, festivities, arts, crafts, celebrations and ceremonies).

Content: seasons, wildlife, environment and Navajo Philosophy of Life

Students will:

- PO1. demonstrate an understanding of Din4j77 haigo hane' (winter stories) and activities (e.g., moccasin, stick, and string games): exemplify understanding by using correct terminologies for seasons, directions, various phases of a day, names of animals, plants and objects in the immediate environment, etc.;
- PO2. exemplify an understanding of the Traditional principles and values that encourages the maintenance of environmental harmony; respecting the natural laws and order; and understanding the inter-dependence of non-living and living matter (e.g., the understanding of Navajo constellations – S= Dine'4 Baahane', winter / summer stories-haigo doo shing0 hane teaches mental soundness, sureness, and appropriate behavioral development);
- PO3. exemplify general knowledge acquired on the traditional use of plants (e.g., for herbs, food, ointment, tools, dwelling materials);
- PO4. compare and contrast seasonal activities amongst ethnic cultures to wildlife environment and habitats (e.g., insects, reptiles, birds, rodents and other animals);
- PO5. compare and contrast different stories (hane') through significant occurrences with people, places, or situations; identify how the information contributes to the understanding of the past; and
- PO6. give examples of how experiences may be interpreted differently by people of diverse cultures, respecting their perspectives and frame of references (e.g., traditional concept: the presence is more important, the future is not here yet, share possession and success with clan family, borrowing without asking is not stealing, its understood as borrowing).

S3C R3. Obtain general knowledge of traditional Indian values and customs for fitness: physically, mentally, emotionally, spiritually and nutritiously to maintain positive mental balance.

Content: physical / health, social studies, nutrition
Navajo Philosophy for Healthy Living

Students will:

READINESS: Pre-School through 4th Grade

- PO1. identify appropriate usages of the Navajo sweat lodges for male and female;
- PO2. recognize and understand the traditional promotion for early to rise, perform physical exercise, form healthy eating habits and begin a new day with meditation (focusing); and
- PO3. explore the culture and historical information associated with traditional preservation and preparation of native foods (e.g., berries, roots, leaves, corn, cornmeal, fruits); utilize grandparents, traditional practitioners, and Navajo studies teachers, and parents as consultants.

S3C R4. Make constructive contributions to the governance of their community and the well-being of their family. Bee 1d1nahojit'1a doolee[(personal planning), bee hazhd7 t4ego hw4'iina' naat'i' doolee[(obtain observable good character).

- PO1. describe personal cultural enlightenment overtime, such as those related to physical development, personal aspirations, motivations and interests (e.g., maturing, expanding knowledge, exercising physically, relating to community and family members, friends, staff through k'4);
- PO2. compare and contrast the traditional Navajo teaching on physical development in association with developing positive healthy attitude and behavior while eliminating laziness, jealousy, being deceitful and disrespectful for self and others;
- PO3. describe and make inferences on personal connections, cherished moments to places in the immediate environment (e.g., the family grazing land, the family homestead, the Four Sacred Mountains, the tribal boundary land, a place of early childhood upbringing);
- PO4. identify and describe examples in which science and technology have changed the lives of people (e.g., types of homes, work, toys, games, equipment and use of leisure time).

Standard 4. CULTURE – Sihasin

Culturally-knowledgeable Navajo students demonstrate and express an awareness and appreciation for spatial relationships and processes; concentrate on interaction of all elements in the world around them utilizing cultural knowledge and understanding the concept of nits1h1kees, hahat'1, lin1, d00 sihasin.

Students who meet this cultural standard are able to:

S4C R1. Identify him / herself in relative manner; conceptualize extended clan family through the understanding of the traditional Navajo concept of k'4; a reflection of 1di[j7d9, 1d1nahojit'1, 1d1hozd7lzin, 1d44hoj7lzin, d00 1d1nts7j7kees.

Content: Navajo Philosophy of Life, Interdependence of earth, air, light and water, social studies, science, physical and health education.

Students will:

- PO1. verbally introduce self in the traditional way by maternal and paternal clan; introduce parents, grandparents, or guardian by clan relationship, name and place of residence;

READINESS: Pre-School through 4th Grade

- PO2. exemplify an understanding of acquired knowledge on Din4 Baahane' (oral tradition) and associate it with the understanding of the interdependency of earth (plants, animals and people), air, light and water;
- PO3. explore and discuss for an in depth understanding the Navajo terminologies that associate with earth (shim1 nahasd11n), sky (shitaa' y1di[hi]), sun (shitaa' j0honaa'47), moon (shim1 t[4honaa'47), and the constellation (shi ts0o yeh4 or shi t07yeh4 y0 t'11h sil1ii or w0 t'11h sil1ii);
- PO4. gather and understand cultural information on the use of sweat lodge associated with purification and cleansing as accepting challenges and endurance to face life's obstacles; make association to Din4 Baahane' (e.g., the Hero Twin Warriors and their accomplishment);
- PO5. explore factors that contribute to one's personal identity, interest, capabilities, aspirations, motivations, perceptions and the connection to understanding genetic make-up and hereditary traits through Din4 baahane' on the first people, the first family, the first clan, etc; and
- PO6. exemplify an understanding of the traditional construction and design of a Navajo Hogan and be able to tell of the significance of its essential elements: honeeshgish, k-', t0, ch'iy11n (four basic sacred food) and cooking preparation and utensils.

SRC R2. Recognize and build upon the interdependency of the 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: geography, history, music, arts, health, science, and etc.

Students will:

- PO1. recognize, compare and contrast traditional use of tobacco (prayer offerings) with dependency and abuse of tobacco products;
- PO2. exemplify an understanding on the interdependency of living and non living matters; exemplify understanding for the act of reverence, sacredness and respect of all elements by the People;
- PO3. investigate and describe the physical system changes, in seasons, climate, weather, water cycle and the aging processes; exemplify an association of elements with the understanding of "T11 Sh1 B7'k'ehgo anoohs44[" in the Navajo concept;
- PO4. compare and contrast how people create significant relationships to time, locations, ideas and memoirs that relate to their personal lives;
- PO5. understand the significance and the use of four ness in many related areas of Din4j7 hane' (e.g., membership into the four clans, four directions, colors, seasons, mountains, phases in a day, four major stages in growth: baby, child maturing adult, and elderly);
- PO6. comprehend and demonstrate an understanding of the natural elements of life through traditional concepts: light (k-'), water t0), air (n7[ch'i), and earth (nahasd11n);

READINESS: Pre-School through 4th Grade

PO7. understand the association between American Indian dances, music, arts, crafts, and / or ha111 (chant) to being physically, socially and spiritually balanced with the emotional self; and

PO8. understand the association and integration of mathematics, science, social studies, history and language arts into the study of Navajo fine arts, songs and ha111 (healing chant).

S4C R3. Understanding the ecological and geographical aspects of Navajo land, the People and their habitation.

Content: community, chapter, district, tribal, reservation
History, geography, government and social studies

Students will:

PO1. understand the Navajo oral history (Din4 baahane') through literature, personal stories, songs, haigo hane', games, arts and crafts;

PO2. gather, compile and describe various interests and physical characteristic of the community; describe their characteristics in written form and sketches; use a data retrieval chart, organize by physical features (e.g., land forms, washes, ditches, erosion, vegetation); learn the Navajo terms for each;

PO3. gather, compile and describe the population data of the community; exemplify by describing their characteristics in written form and sketches; using a data retrieval charts; organized by human features; type of economic activity (e.g., type of housing, language spoken, culture and beliefs);

PO4. compile information on local people through interviews; identify the landmarks and their significance on a community map; use original Navajo names to produce a community profile;

PO5. write a historical account of the local school community as perceived by students, with emphasis on their personal views and interests;

PO6. conduct interviews and collect information on how people of various age, sex or culture view the local geographical region and it's population; use a data retrieval chart; organize the information by subject (e.g., forest, plain, mountainous); type of interviewee (e.g., Indian, non-Indian, teenager, middle aged or elderly, male or female, like or dislike, important or unimportant);

PO7. analyze, write or rewrite an original native recorded songs, poems, and stories about places in order to make inferences about people's feelings regarding the places featured;

PO8. analyze names of people, places, things and identify specific clan family migration into these regions on a map and be able to recreate their historical events.

READINESS: Pre-School through 4th Grade

Standards 5. COMMUNICATION – Listening and Speaking

Din4 Bizaad bee y1ti' d00 bee a[k'i't'iit88h. Culturally-knowledgeable Navajo students will engage in conversations, provide and obtain information, express feelings, emotions, exchange opinions in the Navajo language and integrate Protection Way Teachings and it's relevancy and effectiveness. Doo ho[h0y4e'da, doo 1hozhdée1ada, doo ay0o ad11h y1j7[ti'da, d00 1diihojii'n7i[go bee 1zhd7lt[is.

Students who meet this cultural standard are able to:

S5C R1. Identify him/herself in relation to his / her primary and immediate clan family relations through the understanding of the traditional Navajo concept of k'4, a reflection of 1di[j7dl9, 1d1 nahoj7t'1, 1d1 hozd7lzin, d00 1d1 nitsj7kees.

Content: integrate into all content areas

Students will:

- PO1. properly introduce themselves, their parents or guardian /s/ in the traditional way by making inference to clan membership, name, place of residence and any significant occurrence within the family history;
- PO2. tell or retell of a personal experience or creative story in a logical sequence; and
- PO3. follow simple directions, share ideas, information, opinions and questions.

S5C R2. Listen for meaning and gain information from discussions and conversations in both the English and Navajo language.

- PO1. recall and retell the traditional seasonal hane' (e.g., coyote legends, spider woman and weaving, moccasin, string and stick games, twin warriors and the destruction of the naay44'); interpret inferences and meaning of the stories at appropriate grade level.
- PO2. compare and contrast cultural stories, songs, history, events and celebrations on other ethnic groups with their own;
- PO3. exchange knowledge with pen pals, parents, visitors through oral and written communication; and
- PO4. give and follow multiple-step directions.

S5C R3. Listen to American Indian stories told in oral traditional and be able to recall and retell them to formulate language experiences.

Content: oral story telling, songs, games, arts, crafts, and language arts

Students will:

- PO1. recall and retell of American Indian stories related by elders, students, consultants or from video tapes;
- PO2. listen to the Navajo and other Indian songs, music, folklore, short stories and be able to participate in discussion for meaning and interpretations;

READINESS: Pre-School through 4th Grade

PO3. listen to the Navajo and other Indian literature; be able to recall and participate in the discussion and / or dramatization derived from understanding the meaning and interpretation thereof; and

PO4. interview, record and publish upon consignment significant information gathered from consultants; make materials available as references to students and community.

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 in active cultural learning activities based on traditional Navajo principles and values. Niha'1[ch7n7 din4 k'egho ak'e'e[ch77 d00 0[ta'doo.

Students who meet this cultural standard are able to:

S6C R1. Identify him / herself in relations to his / her primary, immediate and extended clan family members through the traditional Navajo understanding of k'4, a reflection of 1di[j7dl9, 1dqnahat'1, 1d1hozd7lzin d00 1d1nts7j7kees in the traditional way.

Content: Integrate all areas of learning

Students will:

PO1. recall and retell the origins of the Navajo clans (e.g., T0tsohnii-Hasht['ishnii, Kinyaa'1anii, T0d7ch'77nii, d00 Hon1gh1ahnii Dine'4); be familiar with Yoo[gaii Asdz33 – Asdz33 N1dleeh4; and develop a personal family tree;

PO2. explore the significance of the traditional beliefs in child rearing practices (e.g., cradle board and lullabies; the use of natural earth salt at the baby's first laugh celebration; the baby's first anointing of corn pollen; receiving a Navajo name; losing the baby teeth);

PO3. compare and contrast traditional Navajo child rearing practices with that of other ethnic groups; and

PO4. use effective vocabulary and logical organization to relate or summarize ideas, events and other information.

S6C R2. Acquire in-dept cultural knowledge through active participation and meaningful interaction with parents, elders and community leaders.

Content: social studies, history, arts, crafts, music, and math

Student will:

PO1. explore, discuss and understand the significance of various types of Navajo hogans and their purposes; identify and explain the essential elements of life associated with the home, family and subsistence activities; identify roles and responsibilities of each member of the family;

PO2. identify, explore and discuss the various types of Indian food and the processes for preserving, conserving, and understand the traditional act of giving thanks for the abundance of food and / or wealth (e.g., H0zh==j77, the Blessing Way Ceremony performed in expression of appreciation for life, living and existence); and

READINESS: Pre-School through 4th Grade

PO3. explore, discuss and understanding the values of developing positive work habits, accepting roles and responsibilities for the welfare of self, family and community (e.g., developing an interest, a hobby, specializing in a skill: animal husbandry, horticulture, horsemanship).

Standard 7. COMMUNICATION – Viewing and Presenting

A[’aan1daat’4igo naalkid7 doo dan7l’%go bee 7dahoo’ aah1g77 Din4 1[ch7n7 yinahj8’ d00 yee 7dahoo[’ 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.

Students who meet this cultural standard are able to:

- S7C R1.** Recognize and respond to visual messages such as logos, symbols and trademarks.
- S7C R2.** Identify story events or information from visual media.
- S7C R3.** Create visual representations of personal experiences through media such as drawing, painting, acting and puppeteering.
- S7C. R4.** Recognize different types of visual media.
- S7C R5.** Plan and present a report, using two or more visual media.
- S7C R6.** Access, view and respond to visual forms such as computer programs, video, artifacts, drawings, pictures and colleges.
- S7C R7.** Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text.

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'4jdidnidzin, 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 4dah0zinda (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, 1di7d9, 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[j7d9, 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 11'9 (asserting the potential), ddoo 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.

ESSENTIAL: 9TH THROUGH 12TH GRADE

Standard 1. CULTURE - Nistahakees

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

Students who meet this cultural standard are able to:

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

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

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

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

Content: avajo family values and practices
Students will:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

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

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

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

Content: history , social studies and geography

Students will:

- PO1. recount their family descendent according to Navajo cultural heritage in contrast to European views;
- PO2. research, analyze and interpret archeological studies and findings on Indian migration and settlements through available resources (Navajo Nation Museum and Library Center, internet, e-mail, web site and local consultants);
- PO3. theorize and conceptualize the patterns of change in the indigenous societies in American up to the Columbus voyages (e.g., group living, qualities required to become a tribal headmen, Navajo War and Peace Naat'1anii);

ESSENTIAL: 9TH THROUGH 12TH GRADE

- PO4. compare and contrast traditional and contemporary family value practices, mobility, clothing and language structure of other ethnic groups (e.g., Din4 N1h0dl0onii-Alaskan Natives, Mexican, Apache, Utes, Pueblo and Anglos);
- PO5. compare and contrast traditional and contemporary health and healing practices of the Navajo people (e.g., smallpox, 1912; tuberculosis epidemic, 1940; HIV/AIDS and diabetes, 1990; understand the purposes for unification of ceremonies; i[n1shjini7 hat11l, dzi[l'ij7 hat11l and the most recent adoption of Azee' Bee Nahagh11j7 Hat11l (Native American Church of Navajoland);
- PO6. explain the common elements of Indian societies such as gender roles, family organization, religion, values and compare their diversity in languages, shelter, labor systems, political structures and economic organization; and
- PO7. understand the differences and similarities among Mricans, Europeans and Native Americans who converged in the western hemisphere after 1492.

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

Content: history, social studies, civics and government

Students will:

- PO1. conduct interviews and document information on past leaders and historical events that are of significance to the people's history;
- PO2. research, sequence and produce a historical document on the community and make available the materials for school and community use;
- PO3. research and develop a document containing history on significant place names and notable people after which the places received their names within the communities;
- PO4. research, analyze and produce a historical document on influences and traits assimilated from other tribes into Navajo arts, ceremonies, languages, creation of new clans, etc.;
- PO5. discuss topics of interest in the Navajo language, include use of geographical terms, historical facts, mathematics and scientific concepts and information (e.g., signing of the Treaty of 1849 at Canyon de Chelly, building of forts on Navajo county, the first Navajo agent-Henry Chee Dodge, 1853);
- PO6. compare and contrast domineering ideas, values and attitude associated with religious beliefs and practices, traditional gender roles, attitude toward nature and environment (e.g., Treaty of Laguna Negra, that established a fixed boundaries for the Navajo);
- PO7. understand the factors affecting the course of local, regional, triba1 disputes and contributing to the settlement and resolutions (e.g., Navajos attack on Fort Defiance, The Long Walk, Captivity at Hw44ldi, Washington peace meetings); and
- PO8. understand the factors that lead to the signing of the Treaty of 1868 and other tribal, state and federal policies and the strategies for survival by the Americans Indians.

ESSENTIAL: 9TH THROUGH 12TH GRADE

SIC E5. Demonstrate an understanding of the traditional roles and responsibilities to the surrounding environment such as nahasdʒi1n, naaldlooshii, nanise', n[ʧ'ɪ d00 t0 baa 1h1y1.

Content: Interdependency and dependency on a healthy environment

Students will:

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

SIC E6. Reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who are the Navajo people and how do they relate with the world around them to strengthen the understanding of 1dahozdʒi1n, 1d4ʒhozdʒi1n d00 bee ch1nah jʒi1d00 beejii1.

Content: Navajo Philosophy for Living

Students will:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

Standard 2. CULTURE – Nahat’1

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

Students who meet this cultural standard are able to:

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

Content: integrate all content areas

Students will:

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

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

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

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

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

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

Content: social studies, Navajo Way of Life

Students will:

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

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

Students will:

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

Standard 3. CULTURE – lin1

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

Students who meet this cultural standard are able to:

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

Content: social studies. civics. humanities

Students will:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

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

Students will:

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

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

Content: Navajo Philosophy for Healthy Living

ESSENTIAL: 9TH THROUGH 12TH GRADE

Students will:

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

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

Content: civics, government, social studies, and history

Students will:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

Content: history , physical health, Navajo Principles and Values

Students will:

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

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

Content: Navajo Principles and Values

Students will:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

Standard 4. CULTURE - Sihasin

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

Students who meet this cultural standard are able to:

S4C E1. Identify him/herself in relation to his/her clan relationship through the understanding of the Navajo traditional concept of *k'4*, a reflection of 1d1nahojit'11d00 d1hozd/lzin d00 1d1nts/lj/kees and conceptualization of extending *k'4* to the physical and the natural environment.

Content: Navajo Philosophy for Living

Students will:

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

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

Content: Navajo Principles and Values, history

Students will:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

Content: geography, math, science, ecology, history

Students will:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

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

Students will:

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

Standard 5. COMMUNICATION -Listening and Speaking

ESSENTIAL: 9TH THROUGH 12TH GRADE

Din4 Bizaad bee y1ti' d00 bee ak'i'iit88h. Culturally-knowledgeable students engage in conversations, provide and obtain information, express feelings, emotions, ideas and exchange opinions.

Students who meet this cultural standard are able to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

S5C E19. Evaluate and improve personal communication skills.

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

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

S5C E22. Speak in an organized and coherent manner.

S5C E23. Demonstrate increasing control of oral Navajo language.

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

Standard 6. COMMUNICATION - Writing and Reading

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

Students who meet this cultural standard are able to:

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

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

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

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

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

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

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

S6C E9. Use various forms of writing to communicate.

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

S6C E11. Write In an organized and coherent manner.

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

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

S6C E14. Show increasing control of Navajo spellings.

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

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

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

Standard 7. COMMUNICATION – Viewing and Presenting

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

Students who meet this cultural standard are able to:

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

ESSENTIAL: 9TH THROUGH 12TH GRADE

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

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

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

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

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

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

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

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

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

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;

PROFICIENCY: Pre-College through College

- 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);

PROFICIENCY: Pre-College through College

- 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);

PROFICIENCY: Pre-College through College

- 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:

PROFICIENCY: Pre-College through College

- 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

PROFICIENCY: Pre-College through College

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 t1d7d77n 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

PROFICIENCY: Pre-College through College

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.

PROFICIENCY: Pre-College through College

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

PROFICIENCY: Pre-College through College

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;

PROFICIENCY: Pre-College through College

- 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:

PROFICIENCY: Pre-College through College

- 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;

PROFICIENCY: Pre-College through College

- 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,

PROFICIENCY: Pre-College through College

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

PROFICIENCY: Pre-College through College

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;

PROFICIENCY: Pre-College through College

- 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

PROFICIENCY: Pre-College through College

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;

PROFICIENCY: Pre-College through College

- 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 political 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);

PROFICIENCY: Pre-College through College

- 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

PROFICIENCY: Pre-College through College

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.

PROFICIENCY: Pre-College through College

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).

PROFICIENCY: Pre-College through College

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.

DEFINITIONS

01. Naayée'eek'ehgo Na'nittin

dadílzinii jidísin
doo ayóo hoł yée'da
doo ayóo níjildzida
doo t'áadoolé'é bich'í' ni'jílíida
doo ádahozhdeeláada
doo áhání jiz'áada
doo ák'e'jidlí da
doo ni na'áhozhdiiltéeda
doo ayóo ni'jílíida
doo adááh yájíiti'da
doo ayóo saad bee aghá' ázhdool'áada
doo t'áadoolé'é áde'ájílnéehda
ádiih hojii'níí
na'ádízhnítaah
doo njichxó'da
doo ayóo ách'í'ni'jódlíida

doo ájít'íida
doo ájíníida
doo ájíl'íida
doo t'óó bóhólnííhgóó ntsíjikeesda

Protection Way Teaching

respect the sacred
avoid being lazy
avoid being fearful
avoid being too hesitant
avoid being dreadful
avoid being overly sensitive
avoid self pity
avoid hindrance
avoid being overly reluctant
avoid being argumentative, sassy
avoid being too talkative
avoid overburden self
develop self discipline
assert potentiality
avoid pouting
avoid negative anticipation of self/
avoid anxiety
prohibit self from doing...
prohibit self from saying...
avoid negative performance
avoid negative thoughts

02. Hózhóójí K'ehgo Na'nittin

adá hozhdílzin
ádéíhozdílzin
ádántsíjikees
ádił jidlí
ádéézh't'eełá
ák'izht'iitá
ádaa'áhozniidzjí'
ádánahat'á
ádánohojit'á
ádánitsíjikees
ajooba'
a'yóó'óní
áhééhjidinzin
ahééhjinízin
beehazhdít'é
bee k'éjidindzin
bee k'ézhnídzin
dadílzinii jidísin
dloh hodichí
háá'áhwiinít'íí'
hane'jidindzin

Blessing Way (Positive) Teaching

respect the sacred nature of self
self identity
think for yourself
reverence of the self
understanding of self
possess learned ability
understand oneself
plan for oneself
planning for oneself
think for oneself
care
love
being thankful, appreciative
being thankful, appreciative
your character makeup
possessing positive relation
expressing thankful attitude
value sacredness
proper teasing
possess generous behavior /attitude
enthused with traditional knowledge

ha'jólní
 hantsékees k'ézdongo ájóhsin
 há hózhó
 hanaanish ájít'íinii bízhneedlí
 hanaanish baa hááh jinízin
 hazaad baa áhojilyá
 hazhó'ó ajíists'áá'
 hoí chohoo'íigo aantsíjíkees
 hwe'ajooba' hóló
 hwił'ílí (hoł'ílí)
 k'ézhnídzin

na'nitin jidindzin

emotional stability
 clear and balanced conscience
 being cheerful and show kindness
 enthused and motivated to work
 value your work
 having reverence and care of speech
 comprehensive listening
 positive thinking
 possess kindness
 respect and value for others
 value kinship and relations through
 practicality
 enthused with learning

03. Names

ádóone'é
 Aak'eed, aak'eego
 chahaltheel atiin oodáát
 chánah jíjí
 ch'iyáán
 Daan, daango
 Dibé Nitsaa
 Dook'o'ooskíid
 E'e'aah, e'e'aah
 Ha'a'aah, ha'a'aah
 Hai, haigo
 Hajínéidéé Hane'
 hayookkáát
 Hayookkáát Atiin
 Hayookkáát Bee Nijighá
 iiná
 naaldlooshii
 nahasdzáán
 Nahasdzáán Nihimá
 nahat'á

 na'nitin dóó nash'nitin
 nanise' altaas'éei
 Náhookos Atiin Oodáát
 ních'i
 nitsáhákees

 Nohoodeet'iizh Atiin Oodáát
 Sa'ah Naaghái Bik'eh Hózhóón
 Shí, shíigo
 Shimá T'íehonaa'éei
 Shitaa' Yádíidit / Yádíihit Nihitaa'
 Shitaa' Jóhonaa'éei

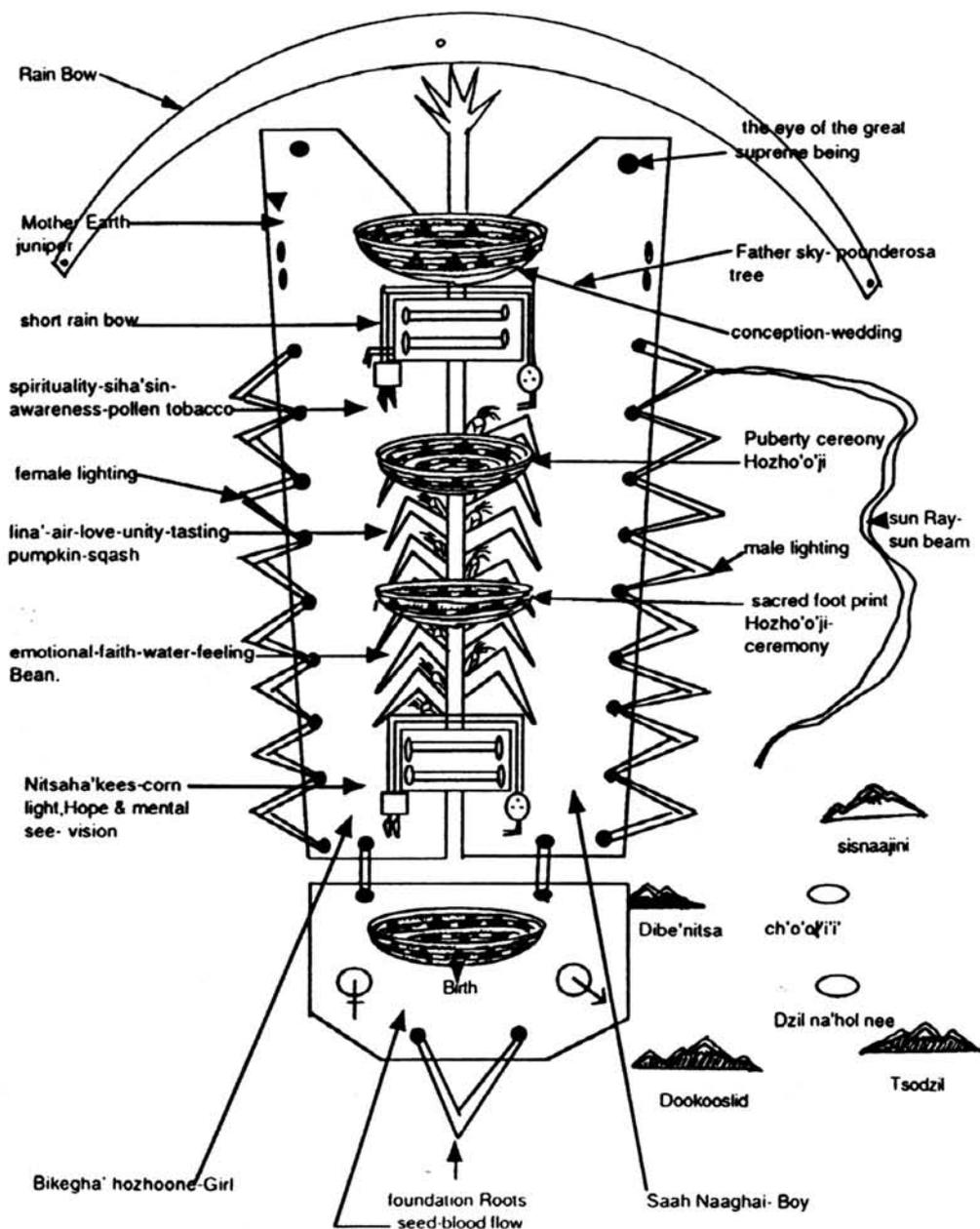
clans
 Fall, falltime
 darkness; walking the darkness path
 possessing positive attitude (faith)
 food
 Spring, springtime
 Mt. Hesperous
 San Francisco Peak
 West, sunset (evening)
 East, sunrise (east)
 Winter, wintertime
 Emergence Stories
 dawn
 Dawn Road
 Travel in the Mist of Dawn
 making a living, application
 wildlife, animals
 earth
 Mother Earth
 perspective planning,
 visualizing, formulating
 teachings / teaching
 vegetation, plant life
 Traveling the Northward Path
 air
 conceptualizing, forming an idea,
 the thinking process
 Traveling the Day Path
 becoming the immortal beauty way
 Summer, summertime
 Mother Moon
 Father Sky
 Father Sun

Shi Tsóoyehé Yó / Wót'ááh Silái
 Sis Naajini
 sihasin

T'áá hó ájit'éego
 T'áá Shá Bik'ehgo
 Diné Bi Na'nitindóó Íhoo'aah
 tó
 Tsoodzil

Grandchildren in the sky
 Mt. Blanca
 affirmation, reflection with hope,
 trust, and faith
 self asserting positive motivation
 Sun Path Navajo Way of Teaching
 and Learning
 water
 Mt. Taylor

Awee tsaal- Cradle Board



Empowering Values of the Diné Individual

Hózhqojík'ehgo Nanitin (Blessing Way Teachings)

Há áhwiinf'tí
Be generous and kind.

K'ézhnidzin
Acknowledging and respecting kinship and clanship.

Hane'zhindzin
Seek traditional knowledge and traditions.

Hwit (hol) ilí
Respecting Values.

ádá hozhdízin
Respecting the sacred nature of the self.

Hazaad baa áhojilyé
Having reverence and care of speech.

Hazhó'ó ajtsts'áá'
Being a careful listener.

Ahééh jinízin
Being appreciative and thankful.

Hanitsékees k'ézdongo ájósín
Having a balance perspective and mind.

Há hózhq
Showing positive feelings toward others.

Dloh hodichí yá'átéhígíí hazhó'ó bee yájtí'
Expression of appropriate and proper sense of humor.

ádił jídlí
Maintaining strong reverence of the self.

Hanaanish ájftínií bízhneedlí
Maintaining enthusiasm and motivation for one's work.

Hanaanish baa hááh jinízin
Protect and care for one's work.

Naayée'eek'ehgo Nanitin (Protection Way Teachings)

Doo hwil hóyéeda
Never be lazy.

Doo ádahozhdeeláa da
Never be impatient.

Doo t'áadoole'é bich'í' ni' jíłí da
Do not be hesitant.

Doo hání jizh'áá da
Never be easily hurt.

Doo ák'e' jidlí da
Never be overly emotional.

Doo ni' na'áhozhdiilté da
Do not be overly reluctant.

Doo adááh yájtí' da
Never be overly argumentative.

Dadílinii jídísin
Respect the sacred.

Doo t'áadoole'é áde' ájilnéeh da
Do not overburden the self.

ázhdíłt'is
Have self discipline and be prepared for challenges.

Na'ádízhnítaah
Asserting the potential.

Doo yázhnízin da
Do not be shy.

Doo njichxq' da
Do not get mad.

Doo ách'í' ni'jódłí da
Do not carry around expectations of negative circumstances.