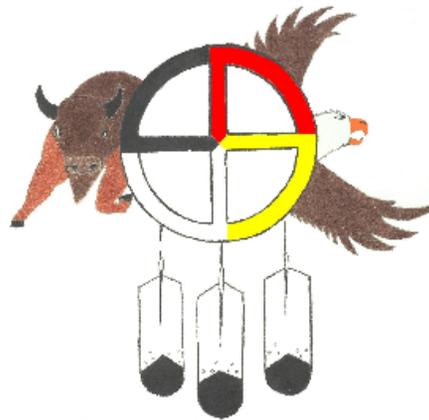


NATIVE AMERICAN AND HISPANIC
CURRICULUM RESOURCE GUIDE
GRADES K-12

Empowering Teachers to Empower Students



Compiled by the
Nebraska Department of Education
Teacher Summer Institute 2005: Vol 2

This guide is dedicated to all our elders and relatives who have gone before us as formal and informal educators. Thank you for the examples set, the dedication you showed and the perseverance you had to help us dream and work for a better future for the American Indian and Hispanic children of our world.

This publication is based on the work of teachers from across Nebraska serving American Indian and Hispanic students and teachers with a desire to teach in a non-bias manner about the American Indian and Hispanic people and cultures.

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Empowering Teachers to Empower Students Vol II
Native American and Hispanic Curriculum Resource Guide
Grades K-12

Summer Teacher Institute 2005



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Introduction

It has been just over a year since the first summer teacher institutes with Dr. Sandra Fox and teachers from the reservation community schools were held in Nebraska. Due to the success of those institutes and the guiding direction of that group of teachers, in 2005 the Nebraska Department of Education sponsored the 2nd Annual Summer Teacher Institutes on *Diversity Instruction in the Classroom*.

In 2005, approximately 90 teachers came together from every corner of Nebraska at three different locations to work with Dr. Sandra Fox and Dr. Sally Thomas. They learned more about working with diverse populations of students in their classrooms. The work they did was incredible! I was so impressed with the quality of teachers and their dedication and interest in becoming even better teachers.

Volume II of *Empowering Teachers to Empower Students* Curriculum Guide has a wide range of units and topics with appropriate materials for students in grades Pre-K through 12, and every subject area is taught. Participants during the 2005 institute created materials appropriate for both American Indian students and Hispanic students. They collaborated to bring subject areas together that may not have been considered before. Also included in Volume II are additional teacher resources: accommodations for special education students; how to incorporate and use literature circles in reading instruction; additional lists of American Indian literature; and resources for teachers in the form of websites, book outlets, as well as suggested teachers' reading materials.

We are fast approaching the second half of the first decade of the 21st Century. Even with our advanced technology and living in the richest, most powerful country in the world, unfortunately, many American Indian students (whether they live on or off reservations, attend public, private, or Bureau of Indian Affairs schools) are still not achieving at the levels of other students in our country. Many people have studied Indian education. There are many ideas about why American Indian students are not succeeding as well in school as they might. Schools and organizations have received both public and private funding to improve Indian education. There are many organizations across the country working towards improving Indian education. States have hired Indian education directors. And yet we are not where we need to be or where we should be. But this is not stopping us. For the many educators across the country who have dedicated their lives and study to improving Indian education, we are beginning to see that there can be a light at the end of the tunnel. No one knows for sure just how far away the end of that tunnel is, but there is a glimmer of hope for the diverse population of students in Nebraska and across the country. We have a long way to go. There is a lot of hard work that is yet to be done. But as Dr. Seuss wrote in *Oh the Places You'll Go*, "And will you succeed? Yes! You will indeed! (98 and $\frac{3}{4}$ percent guaranteed.) KID YOU'LL MOVE MOUNTAINS!"

So what does this work look like? Well, it looks like schools, teachers, and communities taking a realistic look at where they are and where they want to go. In Nebraska, the top third of our students are the best they have ever been, and they are getting better. The middle third of our students are leveling off, and in some cases are

beginning a downward trend. The bottom third of our students are the worst they have ever been and are getting worse. Just as with an athletic team, your team is only as good as its worst player. While overall nationwide, Nebraska schools look really good on paper, it is important to remember that we are only as good as our worst students.

Research shows that all students learn better when they are presented with new material that can be attached to something that they have previous knowledge of. Research also indicates that students will succeed more in school when they can make a cultural connection between what they are learning in school with what they know from home. Ruby Payne's poverty research stresses that teachers need to teach students in highly impoverished areas about the hidden rules of schools: how school works is often very different from the way life away from school works. It is not that school is better, just different. We need to teach students from other cultures what is expected in school, and we need to never assume that students already know it or will "pick it up along the way."

The U.S. Department of Education did a study that determined that students from high poverty areas come to school with vocabularies of about 3,000 words, as compared to students of the same age from affluent families with vocabularies of 20,000 words or more. And the difference goes beyond just the words they know. The quantity and quality of words heard also make a significant impact. In a typical hour, the average child from each background would hear: Welfare—616 words; Working class—1,251 words; and Professional—2,153 words. Children from professional families hear 32 affirmations to 5 prohibitions; working class families give 12 affirmations to 7 prohibitions; and children in welfare families hear 5 affirmations to 11 prohibitions.

The goal for the Summer Teacher Institutes is to provide teachers who attend the institutes and who use the resource guides with a means of reaching every student who enters their classrooms. The resource guide is not intended to be an "all you need to teach the American Indian or Hispanic student." It is a resource guide, a starting point. Teachers developed the units to be standards based, incorporating both the Nebraska State Standards and the Center for Research on Educational Diversity and Excellence (CREDE) Standards. These standards can be adapted to fit with your local or state standards.

With Dr. Fox and Dr. Thomas's guidance, the teachers at the institutes used materials from the National Indian School Board Association's *Creating Sacred Places for Children Curriculum* guides; the Center of Language in Learning's *Completing the Circle K-3 Curriculum*; their own backgrounds and knowledge; and the background and knowledge of the guest speakers who visited the classes. As you use this curriculum guide, if you find some contents, books recommended, or activities suggested are unacceptable to American Indian, Hispanic people, or a tribe, do not use them. We did not review every piece of literature recommended in every unit for cultural bias. However, even if we did, we could not guarantee that they would not be offensive to someone. Teachers and instructors worked in good faith to produce quality materials for you to use. If you are unsure of any information, you are strongly encouraged to check with your local community before incorporating it.

This project would not have been possible without the assistance of many people: Doug Christensen, Ph.D., Nebraska Commissioner of Education, for his vision in seeing the need to focus on Native American Education and Diversity Education in the state of Nebraska, and therefore creating an atmosphere possible for holding these institutes.

Mary Ann Losh, Ph.D., Nebraska Department of Education, for helping me find a way to continue this project.

Owen Patton, Nebraska Department of Education, for sharing his cultural background and knowledge with the institute participants.

Maxine Leick, for her editing skills and compiling this book.

Peg Kirby, for her assistance with the final production of this book.

All our guest speakers, for sharing cultural and instructional knowledge with the participants.

And Sandra Fox and Sally Thomas, for guidance throughout the institutes.

The work of teachers requires long hours, can be very difficult, means juggling many things in their lives, and is often not fully appreciated; but it is often the most rewarding work. Seeing a child's face light up when "the light bulb goes on," hearing from a student years later that she became a teacher because you were her teacher, receiving that incredible piece of artwork for your birthday, or being on the receiving end of a spontaneous hug can make up for many things. It goes beyond a paycheck. Nebraska is so fortunate to have many of the best teachers in the world here, dedicated to doing what is best for their students. I have been fortunate to meet many of them and to work with them through these summer institutes. Thank you to every teacher who attended the 2005 summer institute and who reminded me how lucky the American Indian students, Hispanic students, and all students in Nebraska are to have such fantastic teachers! The success of this round of institutes and this book are yours to celebrate. I thank you for letting me be part of it.

Carol Rempp
Oglala Lakota
Native American Education Statewide Coordinator
Nebraska Department of Education

Examples of Cultural Perspectives

Western System Perspectives	Other Culture
<p><i>Family includes biological parents and children.</i></p> <p>The relationship of family members determines family member responsibilities.</p> <p>Education is highly respected.</p> <p>Health is viewed in terms of parts of the body or being.</p> <p>Treatment is provided to the individual by a specialist who the specific ailment.</p> <p>Child development is viewed in of milestones based on physical or educational achievements.</p>	<p><i>Family includes extended family and community.</i></p> <p>The family or community determines family member responsibilities.</p> <p>Age and life experience mean more than years of education.</p> <p>Health is viewed as a combined State of physical, mental and spiritual well being which cannot be separated.</p> <p>Treatment is provided to the “total” person and the person’s treats family.</p> <p>Child development is viewed in terms of culturally determined significant events.</p>

Written agreements and signatures binding.

Personal-verbal agreements are binding.

Time is short; seize the moment.

Time is plentiful; time should be taken to build trust and make the right decisions.

Asking questions and giving eye contact show interest, attention, and respect.

Asking questions and giving eye contact are considered disrespectful.

Examples of Cultural Perspectives

Western System Perspectives	Other Culture
<p>Silence during conversation is uncomfortable and may indicate of knowledge, interest, and attention.</p> <p>Science is culturally neutral.</p>	<p>Silence during conversation is appropriate and signifies time for lack thought.</p> <p>Science is based on cultural beliefs.</p>

Teacher Resources

Creating Sacred Places for Children Cultural Curriculum Guides by Sandra J. Fox, D. Ed.:

Volume I, K-3, *Science, Math, Reading, Language Arts*

Volume II, K-3, *Science, Math, Reading, Language Arts*

Volume III, 4-6, *Science, History/Social Studies, Language Arts*

Volume IV, 7-8, *Science, Math, Reading, Language Arts*

Volume V, 9-12, *Science*

Volume VI, 9-12, *Social Studies and Language Arts*

Volume VII, K-12, *Mathematics*

Leadership Beyond the Seventh Generation III (Third edition of the overall manual for the *Creating Sacred Places for Children* school improvement process.)

NISBA: National Indian School Board Association

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(406) 883-3603.

Fax (406) 275-4987.

www.ekc.edu/NISBA or www.creatingsacredplaces.org.

Earth's Caretakers and Signs of Tradition: Native American Lessons, Math and Science Teachers for Reservation Schools (MASTERS) Project, University of Kansas, 1993 & 1994. (785) 864-4435.
jnewland@ukans.edu.

Empowering Teachers to Empower Students. Native American

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(402) 471-2690.

Fax (402) 471-8127.

Can be downloaded from Website:

www.nde.state.ne.us/NATIVEAMER

Ignite the Sparkle: A Native American Science Education Curriculum Model by Gregory Cajete, Kavaki Press, Skyland, NC, 1999.

Keepers of the Earth, Keepers of the Animals, Keepers of Life, Keepers
of the Night by Michael Caduto and Joseph Bruchac, Fulcrum Pub.,
Golden, CO 1988-1998.

Native Science, Natural Laws of Interdependence by Gregory Cajete,
Clear Light Pub., 2000.

Start Early, Finish Strong: How to Help Every Child Become a Reader,
U.S. Department of Education, 1999. (877) 4ED-PUBS.
www.gov/americanreads.

Through Indian Eyes: The Native Experience in Books for Children by
Doris Seale and Beverly Slapin, University of California, 1998.
Oyate, 2702 Mathews St., Berkeley, CA 94702.

*Won in the Classroom, Guidelines for the Selection of Culturally
Appropriate Materials*, Indian Community School of Milwaukee,
Inc. (414) 345-3040. www.ics-milw.org.

Where to Get Books

North American Native Authors Catalog, Greenfield Review Press, P.O. Box 308, Greenfield Center, NY 12833. (518) 583-1440

Oyate Catalog, 2702 Mathews St., Berkeley, CA 94702.
www.oyate.org (510) 848-6700

Indian Books Catalog, Four winds Indian Books, P.O. Box 544, York, NE 68467-0544. (402) 362-5654. www.foursindsINDIANbooks.com

Amazon.com Bookstore and bookcenter@nativeweb.org. All selections are linked directly to Amazon.com bookstore and may be purchased online at a discount.

Prairie Edge Book and Music List, Prairie Edge, 6th & Main, Rapid City, SD 57701. (800) 541-2388. prairie@rapidnet.com or www.prairieedge.com.

Medicine Root Inc., Native Earth Products of North America, P.O. Box 353, Louisville, CO 80027. (303) 661-9819.

The Native Book Centre, 150 York Hill Blvd., Thornhill, Ontario, Canada L4J2P6. (905) 881-7804. Fax (905) 881-7808.
www.9to5.com/9to5/NBC/.

Plains Trading Company Booksellers, 269 N. Main, Valentine, NE 69201. (800) 439-8640. www.ptcbooks.com or ptcbooks@inetnebr.com.

Literature and Resources for Units

Alice Yazzie's Year by Ramona Maher, Coward, 1977.

American Indian Families by Jay Miller.

American Indian Festivals by Jay Miller.

Askii and His Grandfather by Margaret Garaway, Treasure Chest, 1989.

Battlefields and Burial Grounds by Roger C. and Walter R. Echo-Hawk (Indian Authors), Lerner, 1994.

Becoming Brave: The Path to Native American Manhood by Laine Thom (Indian Author), Chronicle Books.

Before Columbus, available from Four Winds Indian Books.

A Boy Becomes a Man at Wounded Knee by Ted Wood with Wambli Numpa Afraid of Hawk (Indian Author), Walker & Co., 1992 (Lakota).

Cheyenne Warriors by Henry Tall Bull (Indian Author).

Chief Gall—Sioux Warrior Chief, North American Indians of Achievement Series.

Chief Joseph—Nez Percé Leader, North American Indians of Achievement Series.

Children of Clay, A Family of Pueblo Potters, “We Are Still Here” Series.

Children of the Indian Boarding Schools by Holly Littlefield.

Clambake, A Wampanoag Tradition, “We Are Still Here” Series.

Crazy Horse—Sioux Warrior Chief, North American Indians of Achievement Series.

Dancing Colors: Paths of Native American Women by Laine Thom
(Indian Author), Chronicle Books.

Dancing Feathers by Cristel Kleitsch and Paul Stephens, Annick, 1987.
(Ojibwa).

Dezbah and the Dancing Tumbleweed by Margaret Garaway (Navajo).

Dream Quest by Amy Jo Cooper, Annick Press, 1987. (Ojibwa).

Drumbeat, Heartbeat, A Celebration of Powwow, "We Are Still Here"
Series.

The Encyclopedia of Native American Biography by Bruce Johansen and
Donald Grinde.

*The Family and the Learning Circle, Classroom Activities on First
Nations in Canada*, Department of Indian Affairs and Native
Development. www.inac.gc.ca .

Finding One's Way: The Story of Abenaki Child, Franklin Northwest
Supervisory Union Title IV Indian Education Program, Abenaki
Self-Help Association, 1987.

Flight of the Redbird, The Life of Zitkala-Sa, recreated by Doreen
Rappaport.

Flint's Rock by Hap Gilliland, Council for Indian Education.
(Cheyenne).

Flying With the Eagle, Racing the Great Bear by Joseph Bruchac (Indian
Author), Bridgewater Books, 1993.

Geronimo by David Jeffery, American Indian Stories Series, Raintree.

Geronimo and the Struggle for Apache Freedom by Russell Shorto,
Alvin Josephy's Biography Series of American Indians, 1990.

Geronimo—Apache Warrior, North American Indians of Achievement Series.

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Ray Young Bear (Mesquakie)
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Luci Tapahonso (Navajo)
Richard Van Camp (Dogrib)
Gerald Vizenor (Ojibwa)
Rupert Weeks (Shoshone)
Baje Whitethorne (Navajo)

Literature Circles

What are Literature Circles?

Literature circles are made up of small, temporary groups of students who gather together to discuss, in depth, a piece of literature that everyone in the group has read. Each group may read a different book. The topics of the books may or may not be related, depending upon the teacher's guidance. Students within the group each have a different role in facilitating the group discussion. When using literature circles the teacher is a facilitator and mentor rather than an instructor as literature circles create a student-centered learning environment. Using literature circles helps students develop a deeper understanding of what they read.

Literature circles can be used in all curricular content areas in grades 4-12. Literature circles can be used to have students read materials about related or unrelated topics.

Literature Circle Roles:

Various resources identify different roles within the literature circle. In general, the following are roles each student within a circle would hold:

Facilitator/Discussion Director: The student responsible for guiding the group discussion. The facilitator develops questions for the group to discuss regarding what they have already read.

Investigator/Connector: The student is responsible for making connections from what is being read in the story to outside information. The student may need to do some background research to find information relating to the story from other sources or may relate information from the story to the lives of the students in the group.

Illustrator: The student is responsible for creating some type of picture that relates to what has been read in the story. It can be a sketch, chart, graph, flow chart, or story map, to name a few ideas. It could also be some other type of artful expression of what is happening in the story such as creating a mobile, collage, relating music to the story, or retelling the story through poetry.

Vocabulary Enricher: The student is tracking important, key vocabulary from the story. These are words that are unfamiliar to the students, important for understanding the overall story, used frequently throughout the book, especially descriptive, or just fun.

Character Captain/Tracker: The student tracks the character throughout the story. The student notes specific personality traits of characters and details that help the group know the character better.

Travel Tracer: The student monitors where the action is taking place in each part of the story that is being read. The student helps other students to follow where characters are moving throughout the book.

Literature Circle Additional Resources: There are many books and websites that are available to help you further understand how to use and implement literature circles into your classroom discussions.

Websites:

LiteratureCircles.com—this is a resource site that provides a good general description of what literature circles are and how they work.

www.literaturecircles.com

The following sites provide several links to other literature circle resource sites.

Elementary Themes: Literature Circles

www.cdli.ca/CITE/lang_lit_circles.htm

Web English teacher

www.webenglishteacher.com/litcircles.htm

EdSelect Literature Circle Links

www.edselect.com/literature_circles.htm

Read-write-think: Literature Circles: Getting Started—this site provides many tips for how and where to get started.

www.readwritethink.org/lessons/lesson_view.asp?id=19

The following sites offer free downloads of forms that are easy to use.
abcteach.com

www.abcteach.com/Reading/litcircles/litcirclestoc.htm

All America Reads

www.allamericareads.org/lessonplan/strategies/during/litcircl.htm

The following sites provide easy to read and understand research articles about implementing literacy circles.

LiteSite Alaska: Literature Circles (this article also offers PDF downloads of forms and many additional resources as well as a discussion about working with resource and gifted students in literature circles.)

<http://litesite.alaska.edu/uaa/workbooks/circlereading.htm>

EducatorWorld Curriculum Update article “Literature Circles Build Excitement for Books!”

www.education-world.com/a_curr/curr259.shtml

Accommodations for Special Education Students

At the Chadron institute the participants generated the ideas on the following chart as ideas for making accommodations in the classroom for special education students.

There are nine areas where teachers can make accommodations for students. Each box in the chart lists one of these areas with teacher created ideas for accommodating students.

<p style="text-align: center;"><u>Level of Support</u></p> <ul style="list-style-type: none"> >Team with a regular ed. teacher to help with modeling, support, etc. *One-on-one peer tutoring, i.e. a high school student works with a beginning student as in band. >Have students within the class who “get” the concept explain it to other students. >Have a high school teacher assistant write out the math problems or English sentences for students who have difficulty copying from a book. >Give the student a copy of the teacher notes rather than having to try to copy them or determine what is noteworthy from a lecture. >Recruit people from within the community to serve as tutors or to read aloud or listen to students read aloud. >Allow students to have a note card with pertinent information they may need for a test. 	<p style="text-align: center;"><u>Output</u></p> <ul style="list-style-type: none"> >Allow students to take a test orally, including standing up and moving around, if helpful to the student. Many other adjustments can also be made to this accommodation for daily assignments. Can also use a tape recorder or a teacher assistant to record the student responses. >Adjust learning for nonverbal students by assigning numbers to identify symbols, etc. to check understanding of the student. >Instead of expecting students to memorize all information, provide a variety of resources with the information and test student’s ability to access information rather than memorization skills. >Allow students with difficulty writing to complete assignments using a computer or for math, have someone else write out the problem and student demonstrate ability to solve it. >Instead of writing a lengthy story, write a paragraph. >Supply an outline of notes and have students fill in pertinent information. >Allow students to use highlighters to mark major themes, ideas, or vocabulary words and definitions. 	<p style="text-align: center;"><u>Size</u></p> <ul style="list-style-type: none"> >Allow small group practice with peers of same age. >Reduce the amount of work to focus on main ideas. >Assign fewer problems. If someone can do 15 correctly why should they do 50? >Instruction remains the same but negotiate the assignment based on the individual needs of the student and the concept being taught. >Divide the questions into two matching groups and allow the student to decide which group to complete. >Allow student to choose favorite participation method and then call on the student at the point in the discussion when that choice is appropriate. >Rethink the required length of written assignments. Can this student get across the main idea with a shorter paper? >Reduce the length of tests to questions that capture just the main ideas/concepts or most important themes.
<p style="text-align: center;"><u>Input</u></p> <ul style="list-style-type: none"> >Use clapping, chanting, or body movement to help learn spelling and vocabulary words, math facts, or any concepts that need to be memorized. >Provide books on tape. These are available for textbooks and 	<p style="text-align: center;"><u>Participation</u></p> <ul style="list-style-type: none"> >Dramatization—assign roles so that each student feels his/her role is important. >Give the student a list of questions to be asked during the discussion ahead of time and tell him/her to be prepared to answer 	<p style="text-align: center;"><u>Time</u></p> <ul style="list-style-type: none"> >Allow more time to complete assignments. When assignments are shortened you may not need to allow as much extra time as you would think. >Allow students an alternative setting to complete

<p>stories.</p> <ul style="list-style-type: none"> >Use graphic organizers to help students visualize and organize the concepts they are learning. >Use music to help students learn concepts to be memorized. >Post a “word of the day” to help students learn new vocabulary. Find a way to keep words posted throughout the unit so they have a visual aid. >Use word walls to help students learn and remember spelling and vocabulary words. >Teach students to chunk material. >Use literature circles as a model for group work. Support students in getting text read, i.e. tape, paraprofessional read aloud, etc., so that the student can fully participate in the small group discussion. 	<p>one or two during class.</p> <ul style="list-style-type: none"> >Adjust participation expectations. Have the student sit next to another student who can help the student following along, i.e. point out the words of a song as you are singing. >Use literature circles as a model for group work. Support students in getting text read, i.e. tape, paraprofessional read aloud, etc., so that the student can fully participate in the small group discussion. 	<p>assignments. Some students are very distracted by the regular activity within the classroom and may work better with a quieter space, a study carol, or earphones to block out distracting noises. Creating a comfortable environment with as few distractions as possible is often as important as allowing more time.</p> <ul style="list-style-type: none"> >When providing extra time find a way to do so without “taking away time” from another activity such as PE, music, or recess.
<p style="text-align: center;"><u>Substitute Curriculum</u></p> <ul style="list-style-type: none"> >Provide material of the same content but written at a lower level, i.e. leveled readers for reading, science, or social studies. >Provide alternative levels of activities, i.e. have students write a sentence or phrase from the text that they enjoyed but have resource students just write a word from the text they enjoyed. >Make sure that all students have access to appropriate leveled books during self selected reading. Many companies now make high interest-low vocabulary books that are good for older children so they don’t feel they are reading “baby” books. 	<p style="text-align: center;"><u>Difficulty</u></p> <ul style="list-style-type: none"> >Adapt the level of the assignment but should “look” very similar to peer’s assignments. >Allow the students choices with assignments and tests such as the types of questions, number of questions, form of response, etc. Remember, the most important part is assessing what each student has learned, not that every student does everything the same way. 	<p style="text-align: center;"><u>Alternate</u></p> <ul style="list-style-type: none"> >Instead of writing a report, give an oral report to you in person or into a tape recorder. >Allow movement if necessary. There are various ways this can be done: stand by desk, wobble desk, finder widgets, T-stool, ball. Also allowing a student to walk back and forth between two or three locations within the room that won’t disturb others or to walk around within a designated space in the room. >Have students listen to stories or text books on tape or have another student read aloud the material. >Have student create his own file of vocabulary words to keep in his desk so he has them for future reference.

CREDE STANDARDS FOR EFFECTIVE PEDAGOGY FOR INDIAN STUDENTS

Standard 1: Joint Productive Activity Teacher and Student Producing Together

Facilitate learning through joint productive activity among teacher and students.

The teacher:

- designs instructional activities requiring student collaboration to accomplish a joint product.
- matches the demands of the joint productive activity to the time available.
- arranges classroom seating to accommodate students' individual and group needs to work jointly.
- participates with students in joint productive activity.
- organizes students in a variety of groupings, such as by friendship, mixed academic ability, language, project, or interests to promote interaction.
- plans with students how to work in groups and move from one activity to another; e.g., from large group interaction to small group activity, to clean-up, dismissal, etc.
- manages student and teacher access to materials and technology to facilitate joint productive activity.
- monitors and supports student collaboration in positive ways.

Standard 2: Language and Literacy Development Developing Language and Literacy Across the Curriculum

Develop competence in the language and literacy of instruction across the curriculum.

The teacher:

- listens to the student talk about familiar topics such as home and community.
- responds to students' talk and questions, making "in-flight" changes that directly relate to students' comments.
- assists language development through modeling, eliciting, probing, restating, clarifying, questioning, and praising, as appropriate in purposeful conversation and writing.

- interacts with students in ways that respect students' preferences for speaking and interacting styles, which may be different than the teacher's, such as wait-time, eye contact, turn-taking, and spotlighting.
- connects student language with literacy and content area knowledge through speaking, listening, reading, and writing activities.
- encourages students to use content vocabulary to express their understanding.
- provides frequent opportunities for students to interact with each other and with the teacher during instructional activities.
- encourages students' use of first and second languages in instructional activities.

Standard 3: Contextualization/Making Meaning Connecting School to Students' Lives

Connect teaching and curriculum to experiences and skills of students' home and community.

The teacher:

- begins with what students already know from home, community, and school.
- designs instructional activities that are meaningful to students in terms of local community norms and knowledge.
- learns about local norms and knowledge by talking to students, parents, and community members, and by reading pertinent documents.
- assists students to connect and apply their learning to home and community.
- plans jointly with students to design community-based learning activities.
- provides opportunities for parents to participate in classroom instructional activities.
- varies activities to include students' preferences, from collective and cooperative to individual and competitive.
- varies styles of conversation and participation to include students' cultural preferences, such as co-narration, call-and-response, and choral, among others.

Standard 4: Challenging Activities/Teaching Complex Thinking

Challenge students toward cognitive complexity.

The teacher:

- assures that for each instructional topic students see the whole picture as the basis for understanding the parts.
- presents challenging standards for student performance.
- designs instructional tasks that advance student understanding to more complex levels.
- assists students to accomplish more complex understanding by relating to their real-life experiences.
- gives clear, direct feedback about how student performance compares with the challenging standards.

Standard 5: Instructional Conversation Teaching Through Conversation

Engage students through dialogue, especially Instructional Conversation.

The teacher:

- arranges the classroom to accommodate conversation between the teacher and a small group of students on a regular and frequent schedule.
- has a clear academic goal that guides conversation with students.
- ensures that student talk occurs at higher rates than teacher talk.
- guides conversation to include students' views, judgments, and rationales, using text evidence and other substantive support.
- ensures that all students are included in the conversation according to their preferences.
- listens carefully to assess levels of student understanding.
- assists students' learning throughout the conversation by questioning, restating, praising, encouraging, and so forth.
- guides students to prepare a product that indicates the Instructional Conversation's goal was achieved.

Standard 6: Choice and Initiative Encouraging Students' Decision Making

- Because of the high level of autonomy and decision-making granted to youth in Native American cultures, American Indian students are more comfortable and motivated to participate in activities they generate, organize, or direct themselves.
- The teacher moves among individual students and groups, providing responsive instructional conversations while the students are involved in their own pursuits.

Standard 7: Modeling and Demonstration Learning Through Observation

- American Indians traditionally learn through observation. The observational style is tied to visual learning patterns and holistic cognitive style.
- Teachers allow students to develop competence before requiring them to perform publicly.
- Teachers should demonstrate regularly.
- This standard is especially important for students whose proficiency in the language of instruction is limited.