<table>
<thead>
<tr>
<th><strong>Aims</strong></th>
<th><strong>Content</strong></th>
<th><strong>Learning Activities</strong></th>
<th><strong>Evaluation</strong></th>
</tr>
</thead>
</table>
| - Finding Face, Finding Heart in relationship respect, responsibility to one’s self, family, community and world to become a complete man or woman.  
- Nurturing the children of the community  
- Kha-p’o mindedness/grounded as a Tewa person  
- Love of learning/life-long learning  
- A community once again teaches a child  
- Academic success and emotional intelligence  
- Imagination  
- Caring about community/community based education  
- Reaching all aspects of teaching/learning possibilities  
- Using our natural environment  
- Respecting students individuality  
- Sustainability/survival/resilience  
- Self sufficiency  
- “Literacy in a native context”  
- Understanding self in relationship  
- Incorporate what has been done before  
- To empower our community to beginning the thinking to go forward with an education plan | - Native studies as Literacy (social Studies)  
- Native History (History)  
- Native Games (Physical Education)  
- Native Science (Science)  
- Healthy Life (Health)  
- Native Language (Language learning)  
- Native community(social)  
- Native Environment (environment)  
- Native Art, music, Dance, story  
- Sustainability (environmental)  
- Appropriate technology  
- Native psychologies and philosophies and cultural ways of knowing  
- Community: 1) Language; 2) Songs; 3) Dances  
- Dual Language: 1) Headstart; 2) Early Education; 3) SFIS; 4) Day School . . . Culture  
- A relevant learning experience – trust the teachings resonate with | - Multi-sensory, multi-contextual  
- Experiential (right/left brain learning)  
- “Learning in the environment of the content”  
- Creative learning exercises  
- Puye Cliffs: 1) Homeland; 2) Construction; 3) Life Skills – A) Clothing Store; B) Pharmacy; C) Grocery Store; D) Biology Classroom | - Question 1: Most Important  
Encouraged that values of our culture one thought to be uppermost in the curriculum.  
- Question 2: Also from a.m. sessions re: Cochiti Model that children will feel good about their uniqueness and how they can contribute.  
- Communication Plan: Customized Flyer to invite Seniors, Special invitations to Day School Staff and Previous Tewa Teachers and Mentors. Newsletter at . . .

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August 2015 additions in black; October 12, 2015 additions in blue
- The integrated learning process experience – KCLC
- Language: 1) concept; 2) understanding
- Challenges: Common Core State Standards
- To be successful at their endeavors
- To be competent in the outside world
- To be comfortable and confident in that world

<table>
<thead>
<tr>
<th>Epistemology (Core Values)</th>
<th>Society and Culture</th>
<th>The Learner</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Pin Peye Obi” (Look to the Mountain)</td>
<td>Emotional Issues</td>
<td>Auditory, Kinesthetic, Visual</td>
<td>Indigenous Education</td>
</tr>
<tr>
<td>“We are but corn”</td>
<td>Changes in family/community structure</td>
<td>Learn by doing, through art, in environment</td>
<td>Indigenous research</td>
</tr>
<tr>
<td>Finding Face</td>
<td>Emerging technology</td>
<td>Student story of learning</td>
<td>Wholistic Learning</td>
</tr>
<tr>
<td>Finding Heart</td>
<td>Not learning the relationships/context</td>
<td>Students involved</td>
<td></td>
</tr>
<tr>
<td>Finding Foundation</td>
<td>Walking in to worlds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural “Psychology” of Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practical Math Skills: . . . astronomy, sciences, construction, pottery, art, agriculture

Overall education curriculum that is above the NM curriculum with the state/Fed’s

Canyon: 1) Natural Materials; 2) Water; 3) Plants; 4) Animals
Farming: 1) Crops; 2) Irrigation; 3) Water quality standards

Emerging technology
Not learning the relationships/context
Walking in to worlds

Auditory, Kinesthetic, Visual
Learn by doing, through art, in environment
Student story of learning
Students involved

A balanced plan including a top down in the development of a plan
<table>
<thead>
<tr>
<th>Becoming complete as a man or woman</th>
<th>The implications of media</th>
<th>Joy in Learning – True engagement; Immersion; Balance of physical logical/analytical, creativity, . . . group, individual, all 8 intelligences, safety/no bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Language is Embedded with our Values</td>
<td>“fragmentations”</td>
<td>Language 50% Immersion;</td>
</tr>
<tr>
<td>The way our language is structured teaches us how to: it teaches us to have respect in what we think, do, and say; We use oral traditions to Look, Listen, and Learn; We learn because some day it will be our turn</td>
<td>Sustainability</td>
<td>Balance of physical logical/analytical,</td>
</tr>
<tr>
<td>We show respect: We are related as people, as families, and to those who came before us; all those who are younger, show respect, help, and take care of all those who are older; older people take care of younger ones; some community roles hold special respect (Elders, Governor, traditional people); We acknowledge all our mentors who help us to sustain our culture; The World embraces and balances itself: male/female; winter summer; sky/earth; our environment – river, valley, fields, pueblo, creek, mesas, canyon, mountains, animals – is sacred and sustains us; we need structure in our life’s journey</td>
<td>Health issues</td>
<td>creativity, . . . group, individual, all 8 intelligences, safety/no bullying</td>
</tr>
<tr>
<td>We work with Our Whole Being: When we all work together, everything that needs to be done to maintain us as Khap’ong’ee gets done, hard work gives us clear minds and hearts; all of us,</td>
<td>“colonization”/De-colonization</td>
<td></td>
</tr>
<tr>
<td>Well being (Gross National Happiness)</td>
<td>Time for Creative “teaching and Learning”</td>
<td></td>
</tr>
<tr>
<td>with their culture as compared with students not involved with their culture</td>
<td>Using the McCarthy 4 MAT model (insert graphic)</td>
<td></td>
</tr>
<tr>
<td>Able to think clearly about what’s important for life, skills, knowledge, decision-making; therefore able to read, write, process, discern, do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
regardless of age, does work that is important; it is our duty to use our individual skills to help our community

- We are Known for Our Generosity: When help is needed, we do not refuse; we try to help each other meet our needs and achieve our hopes and dreams; if we give, we will always have

- Humor and Laughter reminds us not to take ourselves too seriously: Life can surprise us in funny ways; joking eases tension; to be teased can be an honor, we joke back so we will keep our dignity when teased

- **Core Values:** 1) Love; 2) Care; 3) Respect; 4) Helping; 5) Symbols