

## **Performance Expectations for Iñupiaq Learning Framework**

### **NSBSD Standards for Community Realm, All Themes**

#### **A note about performance levels:**

This document contains four levels of performance expectations for each ILF Overarching Understanding. In addition to those four levels, which are most often seen or expected in NSBSD schools, we note below one additional level (in italics) that is not included in these tables, one most often exhibited by people after leaving the public school system.

The levels are not tied to grades; rather, they are roughly correlated with ages at which the behavior or performance would be expected in traditional Iñupiaq culture. Because NSBSD students will encounter the ILF information at diverse ages and grades, they may find themselves in B, N, and P status at ages that are quite different from those traditionally expected. For instance, a high school student new to skin sewing, even though at the age when he or she would have been expected to be proficient, would nonetheless be at level B, Beginner.

The levels are:

**[E] Emerging:** From birth to about age 3, the time when children are gradually starting to become aware of themselves and their surroundings.

**[B] Beginner:** Roughly equivalent to ages 3 to 7, a new learner who has become somewhat aware of his or her surroundings and is exploring them.

**[N] Novice:** Roughly equivalent to ages 8 to 12, a learner who is deepening his or her abilities in the skill or concept but is still attempting new ways of expressing it.

**[P] Practitioner:** Roughly equivalent to ages 13 to 18, a learner who regularly practices the skill or exhibits the concept and serves as a model for younger children.

*[M] Master: A person who has a deep knowledge and skill level and teaches the skill. We have not indicated performances for this level because an individual usually does not become a master until well into adulthood. It is not expected that everyone will become a master in every area of knowledge.*

**Elders**

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.e.1]**
  - EQ: How do Elders’ knowledge and use of the Iñupiaq language enrich our understanding of the Iñupiaq way of life? [C.ce.1.]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of personal awareness. [C.e.2]**
  - EQ: What can our Elders teach us about the nature of the universe? [C.e.2.a]
  - EQ: How can the human life cycle lead to reflections of the nature of the universe? [C.ce.2.b]
- **Elders are highly regarded for the specialized knowledge they have and share. [C.e.3]**
  - EQ: What contributions do Elders make and what specialized knowledge do they have? [C.e.3.a]
  - EQ: What will you do to prepare yourself to become a valued Elder in your community? [C.e.3.b]
  - EQ: How can behavior toward others, including Elders, strengthen community? [C.e.3.c]

<b>Strand</b>	<b>Stem (Instructional Focus)</b>	<b>PE (Performance Expectation) Emerging</b>	<b>PE (Performance Expectation) Beginner</b>	<b>PE (Performance Expectation) Novice</b>	<b>PE (Performance Expectation) Practitioner</b>
Elders: Language C.ce.1	The student uses the Iñupiaq and English languages to . . .	[E] C.e.1.1 Develop a relationship with Elders and converse with them.	[B] C.ce.1.1 Ask Elders to help him/her name things.	[N] C.ce.1.1 Regularly demonstrate to and seek feedback from Elders about gains in knowledge of the Iñupiaq language.	[P] C.ce.1.1 Carry on meaningful conversations with Elders.
		[E] C.e.1.2 Interact individually with Elders.	[B] C.ce.1.2 Listen attentively to Elders telling stories.	[N] C.ce.1.2 Demonstrate proper protocols when interacting with Elders.	[P] C.ce.1.2 Seek guidance and advice from Elders.

Elders: Spirituality C.ce.2	The student uses knowledge of Iñupiaq culture to . . .	[E] C.e.2.1 Have opportunities to meet different Elders.		[N] C.ce.2.1 Compare and contrast the spiritual practices of the ancient Elders with those of today.	[P] C.ce.2.1 Explain how s/he has incorporated the traditional worldview into his/her spiritual understanding stemming from interactions with Elders.
		[E] C.e.2.2 Listen to “long ago” stories; learn about the lives of his/her grandparents when they were little; hear time references in stories.	[B] C.ce.2.2 Inquire about the lives of his/her grandparents when they were little.	[N] C.ce.2.2 Read and listen to biographies and life stories of Elders and extract life lessons from the biographies.	[p] C.ce.2.2 Interview Elders to find out their life stories and articulate the legacy the student wishes to leave when s/he is an Elder.
Elders: Specialized knowledge C.ce.3	The student uses traditional knowledge about the roles of Elders to . . .	[E] C.e.3.1 Receive love, attention, and kindness from grandparents and other Elders in his/her life.	[B] C.ce.3.1 Exhibit love, attention and kindness to grandparents and other Elders in his/her life.	[N] C.ce.3.1 Identify Elders that s/he respects and looks up to and explain why.	[P] C.ce.3.1 Define “Elder” and how one becomes one.
		[E] C.e.3.2 Express the love for the Elders in his/her life through a variety of means (e.g., through “persona dolls” as well as real people).	[B] C.ce.3.2 List the things s/he loves about his/her grandparents, great-grandparents, great-uncles and aunts.	[N] C.ce.3.2 List the characteristics, behaviors and qualities of valued Elders.	[P] C.ce.3.2 Produce a plan for becoming a valued Elder.
		[E] C.e.3.3 Listen to	[B] C.ce.3.3 Listen to	[N] C.ce.3.3 Describe	[P] C.ce.3.3 Model and

		stories that show appropriate behavior toward Elders.	and demonstrate appropriate behavior towards Elders.	how one should behave towards Elders and why it is important to treat Elders well.	explain to younger generations how one should behave towards Elders and why it is important to treat Elders well.
		[E]C.e.3.4 Listen to and learn from Elders.	[B]C.e.3.4 Learn from Elders.	[N]C.e.3.4 Listen and learn from Elders.	[P]C.e.3.4 Apprentice with or learn from Elders.

**Celebrations and Ceremonies**

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.cc.1]**
  - EQ: How does the special language or vocabulary associated with specific celebrations and ceremonies communicate their messages or meanings? [C.cc.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person’s awareness. [C.cc.2]**
  - EQ: Why do people seek an understanding of the world beyond the visible and tangible? [C.cc.2.a]
- **Celebrations and ceremonies reflect and foster social integration. [C.cc.3]**
  - EQ: How do societies use celebrations and ceremonies to forge and maintain community? [C.cc.3.a]
- **Celebrations and ceremonies embody an understanding of the cosmos and the human place in that cosmos. [C.cc.4]**
  - EQ: What are the messages and meanings of various celebrations and ceremonies? [C.cc.4.a]

<b>Strand</b>	<b>Stem (Instructional Focus)</b>	<b>PE (Performance Expectation) Emerging</b>	<b>PE (Performance Expectation) Beginner</b>	<b>PE (Performance Expectation) Novice</b>	<b>PE (Performance Expectation) Practitioner</b>
---------------	-----------------------------------	--	--	--	--

<p>Celebrations and Ceremonies: Language C.cc.1</p>	<p>The student demonstrates an understanding of the relationship between celebrations and the Iñupiaq language by ...</p>	<p>[E] C.cc.1.1 Becoming aware of important Iñupiaq celebrations and ceremonies.</p>	<p>[B] C.cc.1.1 Learning the names of important Iñupiaq celebrations and ceremonies.</p>	<p>[N] C.cc.1.1 Identifying and using the names of accoutrements and regalia in appropriate contexts.</p>	<p>[P] C.cc.1.1 Introducing him/herself in the proper Iñupiaq manner at a public gathering.</p>
<p>Celebrations and Ceremonies: Spirituality C.cc.2</p>	<p>The student uses knowledge of traditional Iñupiaq culture to ...</p>	<p>[E] C.cc.2.1 Hear stories or look at pictures about celebrations and ceremonies; engage in dramatic play about celebrations and ceremonies.</p>	<p>[B] C.cc.2.1 Express what s/he likes about celebrations and ceremonies.</p>	<p>[N] C.cc.2.1 Explain the purposes of the various celebrations and ceremonies.</p>	<p>[P] C.cc.2.1 Explain the fit between his/her spiritual beliefs and behavior as inspired by celebrations and ceremonies.</p>
<p>Celebrations and Ceremonies: Social Integration C.cc.3</p>	<p>The student demonstrates an understanding of the role celebrations and ceremonies play in social integration by . . .</p>	<p>[E] C.cc.3.1 Expressing awareness of celebrations and ceremonies through play; hearing family stories about celebrations.</p>	<p>[B] C.cc.3.1 Defining a celebration and giving examples of celebrations and ceremonies in his/her life.</p>	<p>[N] C.cc.3.1 Writing about a variety of celebrations and ceremonies including information such as who came, sequence of events and what was served.</p>	<p>[P] C.cc.3.1 Helping plan a variety of community and/or family celebrations/ ceremonies including logistics for participants; the sequence of events; and menu.</p>

					[P] C.cc.3.2 Exploring and explaining how celebrations and ceremonies are tied to other parts of the Iñupiaq culture.
Celebrations and Ceremonies: Understanding the cosmos C.cc.4	The student shows an understanding of the ways celebrations and ceremonies embody the nature of the cosmos by ...	[E] C.cc.4.1 Becoming aware that there are special times during the year.	[B] C.cc.4.1 Making a calendar of community celebrations/ceremonies.	[N] C.cc.4.1 Role playing in a simulated community celebration for or with another class in school.	[P] C.cc.4.1 Explaining celebrations and ceremonies in depth.
		[E] C.cc.4.2 Experiencing various celebrations and ceremonies throughout the year.	[B] C.cc.4.2 Comparing two celebrations and exploring why they are held.	[N] C.cc.4.2 Comparing and contrasting the messages, functions and meanings of celebrations in different cultures or the same celebration in the past and today.	[P] C.cc.4.2 Communicating the messages, functions and meanings of celebrations in a public forum.

### Singing and Dancing

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.sd.1]**
  - EQ: How is the language of song and dance different from the language of speech? [C.sd.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person’s awareness. [C.sd.2].**
  - EQ: How do singing, drumming, and dancing contribute to our spiritual, emotional, social, and physical wellbeing? [C.sd.2.a]
- **Song and dance are powerful expressions of our existence. [C.sd.3]**
  - EQ: What is special about the communication of singing and dancing? [C.sd.3.a]
  - EQ: Why do people sing and dance? [C.sd.3.b]

<b>Strand</b>	<b>Stem (Instructional Focus)</b>	<b>PE (Performance Expectation) Emerging</b>	<b>PE (Performance Expectation) Beginner</b>	<b>PE (Performance Expectation) Novice</b>	<b>PE (Performance Expectation) Practitioner</b>
Singing and dancing: language C.sd.1	The student demonstrates an understanding of the relationship between singing and dancing and the Iñupiaq language by ...	[E] C.sd.1.1 Listening and moving to the rhythm or beat of the songs.	[B] C.sd.1.1 Learning songs and listening to the rhythm of the songs.	[N] C.ds.1.1 Producing the rhythm, and singing a repertoire of songs, solo and in unison.	[P] C.sd.1.1 Singing entire songs with correct pronunciation; explaining the literal, functional, and social meanings of the lyrics and associated movements.
		[E] C.sd.1.2 Following common dances and motion dances.	[B] C.sd.1.2 Understanding and following common	[N] C.sd.1.2 Understanding and properly pronouncing	[P] C.sd.1.2 Articulating dance-specific concepts

			dances and motion dances.	terminology associated with song and dance.	about gender roles, context-specific songs and different types of dances.
Singing and dancing: Spirituality C.sd.2	The student uses knowledge of traditional Iñupiaq culture to ...	[E] C.sd.2.1 Incorporate dance in play.	[B] C.sd.2.1 Depict him/herself in a social group singing and dancing.	[N] C.sd.2.1 Describe who is involved in the production of a particular traditional song and dance performance.	[P] C.sd.2.1 Write about the feelings s/he experiences while singing and dancing.
		[E] C.sd.2.2 Use dance regalia in play.	[B] C.sd.2.2 Make replicas of dance regalia and talk about how they represent the human connection to animals and <i>iñua</i> .	[N] C.sd.2.2 Present his/her knowledge about meanings and purposes of songs and how they relate to the harvest and other aspects of traditional or contemporary Iñupiaq life.	[P] C.sd.2.2 Interview Elders to learn more about the spiritual nature of song and dance to gain deeper knowledge about the meanings of songs.
		[E] C.sd.2.3 Enjoy drumming, singing, and dancing.	[B] C.sd.2.3 Express gratitude to powers beyond him/herself for the joy of living that emanate from singing, drumming and dancing,	[N] C.sd.2.3 Express gratitude to powers beyond him/herself for a spiritual connection and the joy of living that emanate from singing, drumming and dancing,	[P] C.sd.2.3 Place him/herself in the appropriate mind-set and show proper attitude toward drumming and dancing.
Singing and dancing as	The student demonstrates a	[E] C.sd.3.1 Being exposed to special	[B] C.sd.3.1 Explaining when it is appropriate	[N] C.sd.3.1 Practicing appropriate	[P] C.sd.3.1 Explaining the protocols



expressions C.sd.3	knowledge of singing and dancing by ...	songs at appropriate times.	to sing and dance particular songs.	demeanor, arrangement of performers, attire and care of regalia.	associated with songs, and the difference between various types of songs.
		[E] C.sd.3.2 Enjoy drumming, singing, and dancing.	[B] C.sd.3.2 Contributing to a project that expresses why they love to sing and dance.	[N] C.sd.3.2 Articulating thoughts and feelings associated with song and dance.	[P] C.sd.3.2 Exploring why singers and performers sing, drum and dance.

**Storytelling**

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.s.1]**
  - EQ: What is special about the language used in storytelling? [C.s.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person’s awareness. [C.s.2.]**
  - EQ: What do stories tell us about the nature of the world? [C.s.2.a]
- **Stories are a universal form of communication told through various genres and media and for a variety of reasons. [C.s.3]**
  - EQ: Why do the Iñupiat tell stories? [C.s.3.a]
  - EQ: What difference does a story’s medium of presentation make? [C.s.3.b]
- **Stories are dynamic in the hearing and the telling; they reflect the cultural communities in which they are told, heard, and seen. [C.s.4]**
  - EQ: What makes a good story? [C.s.4.a]
  - EQ: What makes a well-told story? [C.s.4.b]
  - EQ: How do oral traditions reflect differences in culture, language, time and space? [C.s.4.c]

<b>Strand</b>	<b>Stem (Instruc-</b>	<b>PE (Performance Expectation)</b>	<b>PE (Performance Expectation)</b>	<b>PE (Performance Expectation)</b>	<b>PE (Performance Expectation)</b>
---------------	-----------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------

	<b>tional Focus)</b>	<b>Emerging</b>	<b>Beginner</b>	<b>Novice</b>	<b>Practitioner</b>
Storytelling and Language C.s.1	The student demonstrates an understanding of the relationship between storytelling and the Iñupiaq language by . . .	[E] C.s.1.1 Listening to story songs.	[B] C.s.1.1 Singing story songs.	[N] C.s.1.1 Defining the three genres of Iñupiaq stories/storytelling.	[P] C.s.1.1 Telling stories in the three genres.
		[E] C.s.1.2 Routinely hearing the storyteller's name at the beginning of a story.	[B] C.s.1.2 Recalling the storyteller's name and where and from whom the storyteller learned the story.	[N] C.s.1.2 Practicing storytelling protocols in a variety of settings.	[P] C.s.1.2 Regularly using storytelling protocols.
Storytelling: Spirituality C.s.2	The student uses knowledge of traditional Iñupiaq culture to . . .	[E] C.s.2.1 Engage in conversation about stories.	[B] C.s.2.1 Infer from stories what is important in the story.	[N] C.s.2.1 Infer a spiritual message from a given story.	[P] C.s.2.1 Explicate the differing spiritual views or concepts about story genres in different cultural settings.
				[N]C.s.2.2. Infer from stories what is important spiritually to the characters in the story.	[P]C.s.2.2 Analyze how spirituality is expressed in a given story.

Stories as communication C.s.3	The student demonstrates an understanding of the role of storytelling and stories in communication by . . .	[E] C.s.3.1 Engaging in conversation about stories.	[B] C.s.3.1 Explaining the lessons in stories.	[N] C.s.3.1 Inferring the storyteller's purpose in telling the story.	[P] C.s.3.1 Telling and writing both traditional stories handed down through time, and stories of his/her own creation, with a purpose and for a specified audience.
		[E] C.s.3.2 Hearing stories about family and community; talking about "family doings"; engaging in play about family life.	[B] C.s.3.2 Telling stories about family and community.	[N] C.s.3.2 Describing how storytelling strengthens family and community.	[P] C.s.3.2 Comparing and contrasting the purposes and functions of stories and storytelling in different cultures.
Stories as dynamic C.s.4	The student demonstrates an understanding of the dynamic nature of stories by . . .	[E] C.s.4.1 Enjoying stories.	[B] C.s.4.1 Choosing a story and explaining why s/he likes it.	[N] C.s.4.1 Identifying the elements of a good Iñupiaq story.	[P] C.s.4.1 Defining what makes an effective Iñupiaq story in various genres; choosing several effective stories and explaining why they are effective.
		[E] C.s.4.2 Incorporating elements of stories in play.	[B] C.s.4.2 Retelling stories heard in class.	[N] C.s.4.2 Assessing various storytelling experiences and events to determine the elements of a well-told story.	[P] C.s.4.2 Telling stories in a manner that captivates the audience and clearly communicates the intended messages

					and meanings.
		[E] C.s.4.3 Having opportunities to identify with stories and their characters.	[B] C.s.4.3 Listening to an Iñupiaq story and explaining how it relates to his/her life on the North Slope.	[N] C.s.4.3 Comparing and contrasting two coming-of-age stories, one from the Iñupiaq culture and one from another, for cultural cues, insights, and references.	[P] C.s.4.3 Researching storytelling from a variety of cultures and using storytelling techniques from those cultures to retell stories.
			[B]C.s.4.4 Analyzing the elements in a story that make it interesting or compelling.	[N]C.s.4.4 Analyzing the elements of a given story for their effects on an audience.	[P]C.s.4.4 Analyzing the ways the respective stories represent and stem from their cultures of origin.
			[B] C.s.4.5 Identifying the setting and characteristics of the main characters in a traditional story; correctly sequencing the events in a story.	[N] C.s.4.5 Producing a character sketch from a traditional story; producing a storyboard based on a traditional story.	[P] C.s.4.5 Describing how the setting relates to the action and characters in at traditional story.

### Arts

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs.**  
**[C.a.1]**
  - EQ: How does the language used in describing works of art or artistic expression reveal underlying notions about art? [C.a.1.a]

- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person’s awareness. [C.a.2]**
  - EQ: How are the arts integrated into all aspects of Iñupiaq life? [C.a.2.a]
  - EQ: How is the concept of “iñua” reflected and expressed through and in art? [C.a.2.b]
- **Each society has its own aesthetics – i.e., what is considered beautiful – which determine the forms that art takes. [C.a.3]**
  - EQ: How is the Iñupiaq aesthetic expressed through the arts? [C.a.3.a]
- **All individuals can and should engage in some level of artistic expression. [C.a.4]**
  - EQ: Why do people produce art? [C.a.4.a]

<b>Strand</b>	<b>Stem (Instructional Focus)</b>	<b>PE (Performance Expectation) Emerging</b>	<b>PE (Performance Expectation) Beginner</b>	<b>PE (Performance Expectation) Novice</b>	<b>PE (Performance Expectation) Practitioner</b>
Arts and language C.a.1	The student demonstrates an understanding of the relationship between the arts, and the Iñupiaq language by . . .	[E] C.a.1.1 Noticing colors in nature and in manufactured items.	[B] C.a.1.1 Recognizing and using the Iñupiaq names for the primary and secondary colors and black and white in context;	[N] C.a.1.1 Naming and using shapes in producing art.	[P] C.a.1.1 Identifying and describing how the colors got their Iñupiaq names.
			[B]C.a.1.2 Finding and naming materials often used in Iñupiaq art.	[N]C.a.1.2 Describing art works with qualitative expressions.	[P] C.a.1.2 Writing an artist’s statement for him/herself and his/her creations.
Arts and	The student	[E] C.a.2.1 Handle	[B] C.a.2.1 Find a	[N] C.a.2.1 Examine	[P] C.a.2.1 Design and

Spirituality C.a.2	uses knowledge of traditional Iñupiaq culture to ...	traditional Iñupiaq objects.	traditional Iñupiaq object that s/he thinks is beautiful and express artistically why it is beautiful.	traditional Iñupiaq tools and describe the artisanship and artistry involved in their design and production.	make an object for personal adornment and describe how this contemporary object relates to traditional Iñupiaq culture.
		[E] C.a.2.2 Use the senses to explore a wide variety of traditional visual arts and designs.	[B] C.a.2.2 Examine traditional examples of objects made from animals and fashion replicas.	[N] C.a.2.2 Examine art objects and/or artifacts and describe how the artist chose to express spirituality, such as the concept of <i>iñua</i> , in the making of the object.	[P] C.a.2.2 Examine the accoutrements of a traditional <i>umiaq</i> or caribou hunting implements and apparatuses, and describe how the designs relate to spirituality, for instance, the concept of <i>iñua</i> .
Arts: Aesthetics C.a.3	The student demonstrates an appreciation of the aesthetics of Iñupiaq art by . . .	[E] C.a.3.1 Observing representations of the environment.	[B] C.a.3.1 Exploring the ways the environment is depicted by and through art.	[N] C.a.3.1 Honing observational skills so s/he can see the natural world clearly and using this insight to create an object of art.	[P] C.a.3.1. Creatively expressing the natural world through the arts.
All people should engage in the arts C.a.4	The student engages in the arts by ...	[E] C.a.4.1 Exploring, experimenting, and creating with traditional media.	[B] C.a.4.1 Creating works of art.	[N] C.a.4.1 Creating a multi-step art project exhibiting patience and striving for excellence.	[P] C.a.4.1 Working as an apprentice for an adult artist.
		[E] C.a.4.2 Being	[B] C.a.4.2 Choosing a	[N] C.a.4.2 Creating a	[P] C.a.4.2

		exposed to producers of art; watching those people at work.	work of art and explain what s/he likes about it.	rubric that describes a good work of art; making an object and critiquing it using the rubric.	Researching an artist's criteria for artistic quality, producing a personal rubric and critiquing a work of art using the rubric.
--	--	---	---	--	---

**Parenting**

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.p.1]**
  - EQ: What does the Iñupiaq language teach us about parenting? [C.p.1.a]
  - EQ: How does the special language between parents and their children foster a loving relationship? [C.p.1.b]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.p.2]**
  - EQ: In what ways is parenting a sacred trust? [C.p.2.a]
  - EQ: How is being a good parent essential to the future of all societies? [C.p.2.b]
- **Parents are the first and generally most important source of an individual's education. [C.p.3]**
  - EQ: How do parenting skills and knowledge contribute to a child's growth and development in today's world? [C.p.3.a]
  - EQ: How does one learn to be a good parent? [C.p.3.b]
- **Family and culture affect interpersonal relationships and foster responsible behaviors. [C.p.4]**
  - EQ: Why do we need to learn about getting along with others? [C.p.4.a]
  - EQ: What are the roles of extended family and the community in child rearing? [C.p.4.b]

<b>Strand</b>	<b>Stem (Instructional Focus)</b>	<b>PE (Performance Expectation) Emerging</b>	<b>PE (Performance Expectation) Beginner</b>	<b>PE (Performance Expectation) Novice</b>	<b>PE (Performance Expectation) Practitioner</b>
---------------	-----------------------------------	--	--	--	--

Parenting: Language C.p.1	The student demonstrates an understanding of the relationship between parenting and the Iñupiaq language by . . .	[E] C.p.1.1 Hearing kinship terms <i>Iñupiatun</i> and in English.	[B] C.p.1.1. Naming family members by relation <i>Iñupiatun</i> and in English.	[N] C.p.1.1 Routinely using precise kinship terms within the extended family.	[P] C.p.1.1 Modeling and teaching the use of precise kinship terms.
		[E] C.p.1.2 Sharing all the names s/he is known by; hearing <i>qunuutit</i> .	[B] C.p.1.2 Being aware of pet names his/her family uses.	[N] C.p.1.2 Role playing the use of positive reinforcement during challenging parenting situations.	[P] C.p.1.2 Using <i>nuniagutit</i> (sing-songy endearing phrases and chants).
Parenting: Spirituality C.p.2	The student uses knowledge of traditional Iñupiaq culture to . . .	[E] C.p.2.1 Experience loving care from parents and caregivers.	[B] C.p.2.1 Tell what s/he loves about his/her parents.	[N] C.p.2.1 Compare and contrast good and bad parenting and their effects on children.	[P] C.p.2.1 Role-play the characteristics and behaviors of a good parent.
Parents as educators C.p.3	The student demonstrates an understanding of the role of parents as educators by . . .	[E] C.p.3.1 Expressing care for others in play with dolls and other props.	[B] C.p.3.1 Telling a story about something s/he has learned from his/her parents.	[N] C.p.3.1 Role-playing being a parent.	[P] C.p.3.1 Correcting in others inappropriate behavior that can affect the family and/or the community.



Interpersonal relationships C.p.4	The student demonstrates an understanding of the role of interpersonal relationships by ...	[E] C.p.4.1 Playing house.	[B] C.p.4.1 Playing house.	[N] C.p.4.1 Describing how people in the community (other than his/her parents) have helped teach and raise him/her.	[P] C.p.4.1 Comparing and contrasting family roles of today and the past.
		[E] C.p.4.2 Demonstrating nurturing behaviors.	[B] C.p.4.2 Telling how s/he contributes to his/her family.	[N] C.p.4.2 Reading or listening to traditional stories about families and relating these stories to his/her own life.	[P] C.p.4.2 Describing and modeling how to represent his/her family in public.
		[E] C.p.4.3 Hearing the language of adoption; hearing about adoption in a positive light.	[B] C.p.4.3 Reading or listening to stories about children who have been adopted.	[N] C.p.4.3 Reading or listening to traditional stories about adoption and relating these stories to his/her own life.	[P] C.p.4.3 Describing the special nature of adoptive relationships and adoption practices now and in the past.

### Games

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.g.1]**
  - EQ: How does terminology associated with games reflect the local worldview, history, and culture? [C.g.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.g.2]**
  - EQ: How do games promote spiritual, emotional, physical, and intellectual health? [C.g.2.a]
  - EQ: How do games lighten people's spirits? [C.g.2.b]
- **All groups of people play games. [C.g.3]**

- EQ: Why do people play games? [C.g.3.a]
- EQ: How can games involve both competition and cooperation? [C.g.3.b]
- **Physical contests can be used to demonstrate and teach agility, endurance, concentration, and strength, which are necessary for survival. [C.g.4]**
  - EQ: What skills can games teach? [C.g.4.a]
  - EQ: How might skill in games and improving one's performance transfer to other aspects of life? [C.g.4.b]

<b>Strand</b>	<b>Stem (Instruc- tional Focus)</b>	<b>PE (Performance Expectation) Emerging</b>	<b>PE (Performance Expectation) Beginner</b>	<b>PE (Performance Expectation) Novice</b>	<b>PE (Performance Expectation) Practitioner</b>
Games: Language C.g.1	The student demonstrates an understanding of the relationship between games and the Iñupiaq language by ...	[E] C.g.1.1 Being exposed to traditional games and the terms used.	[B] C.g.1.1. Naming Iñupiaq games and equipment.	[N] C.g.1.1 Giving positive reinforcement to teammates Iñupiatun.	[P] C.g.1.1 Explaining the rules of games Iñupiatun.
Games: Spirituality C.g.2	The student uses knowledge of traditional Iñupiaq culture to ...	[E] C.g.2.1 Watch others play games; play with game equipment.	[B] C.g.2.1 Take turns.	[N] C.g.2.1 Research the history of a variety of traditional Iñupiaq games.	[P] C.g.2.1 Model good sportsmanship and exhibit positive spirit.
All people play games C.g.3	The student demonstrates an understanding	[E] C.g.3.1 Watch others play games; play with game equipment; take part	[B] C.g.3.1 Playing games that have associated songs.	[N] C.g.3.1 Expanding the repertoire of games s/he plays including in/outdoor;	[P] C.g.3.1 Playing games played by older youth and adults.

	of the role of games in culture by ...	in positive teasing games with loved ones.		group and individual; string, and teasing.	
Games to build strong bodies and minds C.g.4	The student uses games to build his/her body and mind by ...	[E] C.g.4.1 Enjoying playing physically taxing outdoor and indoor games.	[B] C.g.4.1 Playing physically active games and explaining how the games make him/her stronger.	[N] C.g.4.1 Explaining how various games contribute to a person's growth and maturity.	[P] C.g.4.1 Continually working at improving his/her performance.
			[B]C.g.4.2 Having fun while playing traditional games.	[N]C.g.4.2 Expressing the enjoyment s/he derives from playing games.	[P]C.g.4.2 Teaching younger children how to play and enjoy traditional Iñupiaq games.

### Relationships

- **Culture is embedded in language; different languages uniquely express cultural understandings and beliefs. [C.r.1]**
  - EQ: How do kinship terms describe our relationships? [C.r.1.a]
- **In the Iñupiaq worldview, the spiritual dimension is an integral part of and not separate from all aspects of a person's awareness. [C.r.2]**
  - EQ: What relationships can people experience with the universe and elements within it? [C.r.2.a]
- **People form and join a variety of alliances and groups throughout their lives. [C.r.3]**
  - EQ: What kinds of groups and alliances do people form or join? [C.r.3.a]
  - EQ: Why do people form or join groups? [C.r.3.b]
  - EQ: What makes a good friend? [C.r.3.c]
- **Relationships with diverse individuals can enrich a person's life. [C.r.4]**
  - EQ: What can we learn from those who are different from ourselves? [C.r.4.a]
  - EQ: What can we contribute to the lives of those who are different from ourselves? [C.r.4.b]

<b>Strand</b>	<b>Stem (Instructional Focus)</b>	<b>PE (Performance Expectation) Emerging</b>	<b>PE (Performance Expectation) Beginner</b>	<b>PE (Performance Expectation) Novice</b>	<b>PE (Performance Expectation) Practitioner</b>
Relationships: Language C.r.1	The student demonstrates an understanding of the relationship between kinship and the Iñupiaq language by . . .	[E] C.r.1.1 Hearing kinship terms <i>Iñupiatun</i> and in English.	[B] C.r.1.1. Using appropriate terms of address with his/her relatives Iñupiatun.	[N] C.r.1.1 Building on his/her repertoire of kinship terminology.	[P] C.r.1.1 Consistently using kinship terminology appropriately.
Relationships: Spirituality C.r.2	The student uses knowledge of traditional Iñupiaq culture to . . .	[E] C.r.2.1 Hear stories that describe a person's relationship with <i>si!a</i> and all living things; experience a respectful relationship with <i>si!a</i> outdoors; observe adults enacting relationships with the environment.	[B] C.r.2.1 Retell stories that describe a person's relationship with <i>si!a</i> and all living things.	[N] C.r.2.1 Infer from stories the spiritual aspects of <i>si!a</i> and all living things.	[P] C.r.2.1 Tell his/her own stories to describe his/her relationship with <i>si!a</i> and all living things.
			[Note: refer to the Food Preparation and Care, Hunting and		

			Survival, and Environment Core Themes for more Performance Expectations for spiritual relationships with the universe.]		
Alliances C.r.3	The student demonstrates an understanding of the ways that alliances serve societies by...	[E] C.r.3.1 Looking forward to playing with friends.	[B] C.r.3.1 Exploring the meaning of friendship.	[N] C.r.3.1 Researching and describing the varied kinds of alliances and other relationships Iñupiat had in the past.	[P] C.r.3.1 Developing and maintaining a relationship with someone in another village modeled after the traditional trade partnership.
		[E] C.r.3.2 Enjoying being part of a class or group beyond the family.	[E] C.r.3.2 Observing classroom behavior norms, including showing respect to classmates.	[N] C.r.3.2 Assessing the benefits of belonging to groups, formal and informal, that s/he belongs to.	[P] C.r.3.2 Listing and sharing the groups s/he belongs to, the unique customs and practices for each group.
		[E] C.r.3.3 Increasing his/her awareness of the wants and needs of others.	[B] C.r.3.3 Being a good friend.	[N] C.r.3.3 Being a good friend.	[P] C.r.3.3 Being a good friend.
		[E] C.r.3.4 Saying the names of his/her family members.	[B] C.r.3.4 Knowing and saying the names of his/her parents, grandparents, aunts	[N] C.r.3.4 Developing a genealogy or family history for his/her immediate family.	[P] C.r.3.4 Completing a multigenerational personal genealogy or family history of

			and uncles.		his/her extended family.
Benefits of relationships C.r.4	The student demonstrates an understanding of the benefits of various kinds of relationships by ...	[E] C.r.4.1 Noticing physical attributes in people.	[B] C.r.4.1 Listing physical attributes about people and identifying which fit him/her.	[N] C.r.4.1 Exploring ways that people from different backgrounds can help each other.	[P] C.r.4.1 Expressing the benefits of demographic diversity in the community.
		[E] C.r.4.2 Increasingly empathizing with others.	[B] C.r.4.2 Showing how s/he would make a new student feel welcome in school.	[N] C.r.4.2 Developing and sharing a plan for defending someone who is being mistreated because s/he is different from others.	[P] C.r.4.2 Developing and implementing plan for welcoming new students.