

Alaska Native Cultural Competencies



Alaska Native Cultural Competencies was developed by the Alaska Native Heritage Center in order to promote cultural understanding of the different native peoples throughout Alaska.

The list of Competencies includes: subsistence hunting practices, food preparation, language, tools, trade practices, transportation, housing, clothing, social organization, life passages, rituals, traditional healing practices, governance structures, and the impact of Western influence on traditional cultures.

The Cultural Competencies are listed by the five major Alaska native groups:

- **Eyak, Haida, Tlingit, and Tsimshian**
- **Yup'ik/Cup'ik**
- **Inupiaq/St. Lawrence Island Yupik Cultural Competencies**
- **Unangax/Alutiiq (Sugpiaq) Cultural Competencies**
- **Athabascan Cultural Competencies**

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Eyak, Haida, Tlingit, and Tsimtsian Cultural Competencies

Eyak, Haida, Tlingit, and Tsimtsian Cultural Competencies.	Emerging	Developing	Proficient	Advanced
Identifies by name and the location the 4 Southeast Cultures.	Identifies and locates 1 Southeast Culture:	Identifies and locates two additional Southeast Cultures:	Identifies and locates all four Southeast Cultures:	Researches, identifies and locates at least 4 other cultural groups belonging to the Northwest Coast Culture; or researches, identifies, and locates the linguistic families of this region.
Compares and contrasts the house types and settlements utilized by different Southeast cultures.	Describes the materials utilized in the construction of houses, and discusses the sizes of Southeast houses.	Describes the reasons for the locations of winter settlements.	Compares & contrasts the settlements of the four Southeast cultures.	Analyzes clan designs utilized in/on housing of a specific Southeast culture.
Analyzes and explains Southeast tools and how this technology was applied.	Identifies the main resources used when making tools.	Explains Southeast tools and their usage.	Explains how cedar bark was gathered, processed, and utilized in the cultures of the Southeast region.	Selects, researches, creates and demonstrates the usage of a specific Southeast tools
Illustrates the traditional social organization of Southeast Cultures.	Describes the clan system (e.g., phratry, moiety, etc.) of Southeast Natives.	Explains the traditional social stratification of Southeast cultures.	Gives a presentation on the social structure and clan system of a specific Southeast tribe (e.g., analyzes and categorizes the clans by phratry of a given tribe or village).	Compares and contrasts contemporary social organization and traditional social organization among Southeast cultures.

Explains the traditional life cycles of Eyak, Haida, Tlingit, or Haida people.	Explains the traditions associated with pregnancy, birthing, and childrearing.	Describes practices associated with both males and females in the rights of passage from childhood to adulthood, and the role of the avunculate in this system.	Explains the practices associated with arranged marriages; and the role of elders in these societies.	Analyzes and gives a presentation on the beliefs and practices associated with death among the Southeast cultures.
Illustrates and explains various styles of clothing, and describes the resources used for each style.	Describes traditional utilitarian clothing (e.g., cedar capes, tunics, and leggings/pants) worn for everyday life, and explains the resources utilized in these garments.	Describes traditional footwear for any specific Southeast tribe.	Explains and illustrates traditional Southeast Ceremonial regalia, and compares it to everyday utilitarian clothing.	Researches, selects and creates a traditional Southeast clothing item (utilitarian or ceremonial).
Shows the varied modes of transportation.	Describes the major modes of transportation during summer and winter.	States at least 4 reasons for travel.	Explains the material, design and construction of traditional Southeast canoes.	With assistance, collects resources, and constructs a model dug out canoe.
Compares and contrasts Southeast trade patterns.	Describes the traditional trade practices among Southeast groups.	Explains the important role of Southeast cultures in the European trading during the early contact years.	Compares and contrasts modern day trade practices with that of traditional trade practices.	Creates a presentation (to be shared with others) which demonstrates both traditional and contemporary trade practices, and evaluates the importance of those practices.
Describes traditional health care among the Southeast Cultures.	Explains how traditional Southeast cultures increased physical strength and stamina.	Describes the roles of traditional healers (both men and women) in traditional healing practices.	Describes how medical knowledge was carried on through multiple generations.	Collects, researches, and identifies local medicinal plants used by the Southeast cultures, and creates a display.
Compares and contrasts traditional and contemporary subsistence patterns.	Identifies natural resources used for subsistence in traditional times.	Identifies natural resources used for subsistence in contemporary times.	Compares and contrasts traditional and contemporary methods of obtaining subsistence resources.	Reproduces a traditional Southeast technology used for obtaining subsistence resources (e.g., model fish trap).

<p>Describes the importance of Ceremonies in Southeast Cultures.</p>	<p>Explains the meaning of potlatch.</p>	<p>Identifies special occasions for which potlatches are held.</p>	<p>Describes the Memorial Potlatch and its importance in Southeast Cultures.</p>	<p>Researches, documents, and delivers a presentation that compares and contrasts both traditional and contemporary potlatches.</p>
<p>Analyzes the changes that the Southeast Cultures have gone through since contact with the westerners.</p>	<p>Identifies and explains the factors responsible for changing population and settlement patterns; and explains the consequences of these changes.</p>	<p>Discusses the effects that contact with the westerners (e.g., warfare, boarding schools, gold mining, churches, and schools) have had on Southeast cultures.</p>	<p>Discusses how Southeast cultures have organized themselves since the Indian Reorganization Act and ANCSA.</p>	<p>Analyzes and evaluates the changes brought about by contact with western expansion.</p>
<p>Utilizes one's heritage language in everyday life.</p>	<p>Recites traditional greeting and self-identification, and provides English translation. In addition, employee recites traditional phrases used for departure and/or thank you.</p>	<p>States 10 basic commands in employees' traditional language and provides English translation.</p>	<p>Constructs simple sentences in his or her traditional language utilizing objects within the house and provides English translation.</p>	<p>Incorporates new vocabulary words, and utilizes these words in sentences and provides English translation.</p>

Yup'ik/Cup'ik Cultural Competencies

Yup'ik/Cup'ik Cultural Competencies	Emerging	Developing	Proficient	Advanced
Identifies, by name and location, the Yup'ik and Cup'ik cultures.	Identifies and locates the Yup'ik and Cup'ik cultures.	Identifies and locates the three regional areas of the Yup'ik and Cup'ik.	Identifies and locates 10 Yup'ik and 2 Cup'ik villages.	Researches and discusses the Esk-Aleut linguistic family.
Describes the locations of traditional villages and Analyzes the types of housing used by the Yup'ik and Cup'ik people.	Explains the types of housing utilized most often, by the Yup'ik/Cup'ik cultural groups.	Describes the Qasgiq and explains its importance to both Yup'ik and Cup'ik Cultures.	Compares and contrasts the settlement patterns of the coastal Yup'iks and Cup'iks with that of the inland Yup'iks.	Researches and creates a ellanguaq.
Illustrates and explains Yup'ik/Cup'ik tools and how this technology was applied.	Identifies the main resources used when making tools.	Describes the traditional tools used by women and explains their uses.	Describes the traditional tools used by men and explains their uses.	Researches, describes and creates a traditional tool, and demonstrates its use.
Describes the traditional social organization of Yup'ik/Cup'ik Cultures.	Discusses how role and social status are determined by gender and individual skills.	Explains how core families were arranged. Outlines the family hierarchy, including male and female roles.	Describes the social roles and responsibilities of shamans, chiefs, and plant experts.	Compares and contrasts traditional social roles with contemporary social roles.
Explains the traditional life cycles of either Yup'ik or Cup'ik people.	Explains the traditions associated with pregnancy, birthing, and childrearing.	Describes practices associated with both males and females in the rights of passage from childhood to adulthood.	Explains the practices associated with marriages; and the role of elders in these societies.	Analyzes and gives a presentation on the beliefs and practices associated with death among the Yup'ik and Cup'ik cultures.

Illustrates and explains various styles of Yup'ik/Cup'ik clothing, and describes the resources used for each style.	Lists resources used in traditional clothing.	Describes traditional seasonal clothing.	Explains and illustrates traditional ceremonial regalia, and compares it to everyday utilitarian clothing.	Researches, selects and creates a traditional Yup'ik/Cup'ik clothing item.
Shows the varied modes of Yup'ik/Cup'ik transportation	Lists the major types of seasonal transportation.	Describes the uses of seasonal transportation, and its impact on a society.	Explains the traditional materials, tools, and techniques used in the construction of one of the major modes of transportation.	Researches and constructs a model of one mode of transportation.
Analyzes the Yup'ik/Cup'ik traditional trade patterns.	Describes the purpose of trade.	Lists items sought after through trading, and the location of where these items originated.	Compares and contrasts modern day trade practices with that of traditional trade practices.	Creates a presentation (to be shared with others) which demonstrates both traditional and contemporary trade practices, and evaluates the importance of those practices.
Explains traditional health care among the Yup'ik/Cup'ik cultures.	Names 4 plants used in health care.	Identifies and describes at least 4 medicinal plants.	Explains the uses of specific medicinal plants, and for which ailments they were prescribed.	Researches, identifies, and collects, medicinal plants used by Yup'ik/Cup'ik groups, and creates a display.
Compares and contrasts traditional and contemporary subsistence patterns.	Describes the traditional food resources utilized by coastal Yup'iks and Cup'iks, and inland Yup'iks.	Describes the traditional Yup'ik/Cup'ik seasonal subsistence patterns, and compares these to contemporary subsistence patterns.	Compares and contrasts traditional and contemporary methods of obtaining subsistence resources.	Reproduces a traditional Yup'ik/Cup'ik technology used for obtaining subsistence resources (e.g., fish trap, etc.).

<p>Describes the importance of ceremonies in Yup'ik/Cup'ik cultures.</p>	<p>Explains the overall purposes of Yup'ik/Cup'ik ceremonies.</p>	<p>Explains the Harvest Festival and Bladder Festival.</p>	<p>Explains the feast for the Dead and the Messenger Feast.</p>	<p>Researches and gives a detailed presentation on one of the festivals.</p>
<p>Analyzes the changes that the Yup'ik/Cup'ik Cultures have gone through since contact with the westerners.</p>	<p>Identifies the factors responsible for changing settlement patterns.</p>	<p>Discusses the effects that contact with the westerners (e.g., warfare, boarding schools, gold mining, churches, and schools) have had onYup'ik/Cup'ik cultures.</p>	<p>Discusses how Yup'ik/Cup'ik cultures have organized themselves since the Indian Reorganization Act and ANCSA.</p>	<p>Analyzes the changes and gives an opinion on the positive and negative aspects of those changes.</p>
<p>Utilizes one's heritage language in everyday life.</p>	<p>Recites traditional greeting and self-identification, and provides English translation. In addition, employee recites traditional phrases used for departure and/or thank you.</p>	<p>States 10 basic commands in employees' traditional language and provides English translation.</p>	<p>Constructs simple sentences in his or her traditional language utilizing objects within the house and provides English translation.</p>	<p>Incorporates new vocabulary words, and utilizes these words in sentences and provides English translation.</p>

Inupiaq/St. Lawrence Island Yupik Cultural Competencies

Inupiaq/St. Lawrence Island Yupik Cultural Competencies	Emerging	Developing	Proficient	Advanced
Identifies by name and location the five main Inupiaq and St. Lawrence Island Yupik groups, dialects and regions.	Identifies and locates the Inupiaq and St. Lawrence Island Yupik on the map.	Identifies and locates the territories of 2 main groups.	Identifies and locates the territories of the other 3 main groups.	Researches and discusses the Esk-Aleut linguistic family.
Explains house types.	Discusses the 3 key features of houses.	Lists materials used in housing.	Discusses family and community houses.	With assistance constructs and presents a model or actual temporary summer shelter, or creates a presentation demonstrating temporary shelters.
Analyzes and explains tools used by the Inupiaq and St. Lawrence Island Yupik.	Describes a traditional tool kit, its components and uses.	Describes tools used for whaling, its components, and uses.	Describes fishing and other tools, their components, and uses.	Researches and creates a specific tool and shares its use.
Describes the traditional social organization of Inupiaq and St. Lawrence Island Yupik	Describes family units.	Describes the social organization of any given village.	Researches and explains the organization/roles of a whaling crew.	Researches, documents, and gives a presentation on your family tree.
Explains the traditional life cycles of either Inupiaq or St. Lawrence Island Yupik people.	Explains the traditions associated with pregnancy, birthing, and childrearing.	Describes practices associated with both males and females in the rights of passage from childhood to adulthood.	Explains the practices associated with marriages; and the role of elders in these societies.	Analyzes and gives a presentation on the beliefs and practices associated with death among the Inupiaq/St. Lawrence Island Yupik cultures.

Illustrates and explains various styles of clothing, and describes the resources used for each.	Describes parkas, women's one piece outfit, and pants worn for everyday life, and explains the resources utilized in their garments.	Describes Inupiaq/St. Lawrence Island Yupik footwear, resource materials, seasonal styles, and who's responsibility it was to make them.	Explains and illustrates traditional Inupiaq/St. Lawrence Island Yupik ceremonial regalia, adornments and status patterns, and compares it to everyday utilitarian clothing.	Selects and creates a traditional Inupiaq/St. Lawrence Island Yupik clothing item.
Explains the different modes of transportation.	Describes the major modes of transportation during summer.	Describes the major modes of transportation during winters.	Explains the difference between the Umiaq, Angyaapik, and qayaq.	With assistance constructs a skin boat frame, or creates a detailed presentation on one mode of transportation.
Compares and contrasts Inupiaq and St. Lawrence Island Yupik trade patterns.	Describes the traditional trade practices among Inupiaq and St. Lawrence Island Yupik people.	Explains the important role of Inupiaq and St. Lawrence Island Yupik people in the European fur trade and Yankee whaling.	Compares and contrasts modern day trade practices with that of traditional trade practices.	Creates a presentation (to be shared with others) which demonstrates both traditional and contemporary trade practices, and evaluates the importance of those practices.
Describes traditional health care among the Inupiaq and St. Lawrence Island Yupik people.	Explains how traditional Inupiaq and St. Lawrence Island Yupik people increased physical strength and stamina.	Identifies and describes at least 4 medicinal plants.	Explains the uses of specific medicinal plants, and for which ailments they were prescribed.	Researches, identifies, and collects, local medicinal plants used by Inupiaq and St. Lawrence Island Yupik people, and creates a display.
Analyzes and explains the traditional subsistence patterns.	Identifies subsistence foods gathered during the spring and summer, and harvest locations.	Identifies subsistence foods gathered during the fall and winter, and harvest locations.	Compares and contrasts subsistence patterns of both inland and coastal groups.	Researches and creates a detailed presentation on one type of subsistence activity.
Describes the importance of ceremonies/beliefs in Inupiaq/St. Lawrence Island Yupik cultures	Researches and describes the Messenger Feast.	Researches and describes the Whaling Feast.	Compares and contrasts traditional beliefs among the Inupiaq/St. Lawrence Island Yupik.	Researches and gives a presentation on a creation story, beliefs in reincarnation, or recycling spirit forms.

<p>Analyzes the changes that Inupiaq/St. Lawrence Island Yupik have gone through since contact with the Westerners.</p>	<p>Describes the effects of contact with the Yankee Whalers.</p>	<p>Discusses the effects that contact with the westerners (e.g., warfare, boarding schools, gold mining, churches, and schools) have had on Inupiaq/St. Lawrence Island Yupik cultures.</p>	<p>Discusses how Inupiaq/St. Lawrence Island Yupik have organized themselves since the Indian Reorganization Act and ANCSA.</p>	<p>Analyzes the changes and gives an opinion on the positive or negative aspect of those changes.</p>
<p>Utilizes one's heritage language in everyday life.</p>	<p>Recites traditional greeting and self-identification, and provides English translation. In addition, employee recites traditional phrases used for departure and/or thank you.</p>	<p>States 10 basic commands in employees' traditional language and provides English translation.</p>	<p>Constructs simple sentences in his or her traditional language utilizing objects within the house and provides English translation.</p>	<p>Incorporates new vocabulary words, and utilizes these words in sentences and provides English translation.</p>

Unangax/Alutiiq (Sugpiaq) Cultural Competencies

	Emerging	Developing	Proficient	Advanced
States the main groups of the Unangax/Alutiiq (Sugpiaq) cultural region and their specific locations.	Identifies either the Unangax region or the Alutiiq (Sugpiaq) region. Information must include major islands, land masses, bodies of water, etc.	Identifies either the Unangax region or the Alutiiq (Sugpiaq) region (If the student has concentrated on one group in emerging then they must address the second group (e.g., emerging = Unangax; developing = Sugpiaq).	States and identifies traditional territories of the 8 different Unangax tribes and the 3 different Sugpiaq subgroups; and is able to pronounce the traditional names of the tribes/groups..	Researches and discusses the Esk-Aleut linguistic family.
Analyzes the traditional housing of the Unangax/Sugpiaq cultures.	Describes the basic characteristics and construction of the semi-subterranean housing (e.g., materials, sizes, environmental advantages, etc.) of the Unangax and Sugpiaq, and gives the traditional names for houses in these cultures.	Compares and contrasts the housing of the Unangax and Sugpiaq.	Describes traditional aspects related to Unangax/Sugpiaq housing (e.g., planning, assignment of areas, building, ceremonies, house chief, family, common areas, secret passage ways, etc.).	Gives a presentation on Unangax and Sugpiaq housing including basic characteristics, construction, similarities and differences, and traditional aspects.
Analyzes and explains tools used by the Unangax/Alutiiq (Sugpiaq) people.	Identifies the main resources used when making tools.	Explains household tools and their usage.	Analyzes and explains hunting tool technology (e.g., spear points, throwing sticks, retrieving hooks, etc.).	Selects, researches, creates and demonstrates the usage of a specific Unangax/Alutiiq (Sugpiaq) tool.
Describes the traditional social structure of the Unangax or Sugpiaq people	Describes the basic family/house unit and compares it to modern day western family units.	Researches and explains the social structure of the Unangax and/or Sugpiaq cultures (e.g., social classes).	Researches and explains the traditional leadership structure for Unangax and/or Sugpiaq cultures (e.g., house (family) leaders, village leaders, island leaders, and tribes).	Gives a presentation to the staff on the traditional social structure of the Unangax or Sugpiaq people. Presentation needs to include all of the above components.

Explains the traditional life cycles of either Unangax or Sugpiaq people.	Explains the traditions associated with pregnancy, birthing, and childrearing.	Describes practices associated with both males and females in the rights of passage from childhood to adulthood, and the role of the avunculate in this system.	Explains the practices associated with arranged marriages; and the role of elders in these societies.	Analyzes and gives a presentation on the beliefs and practices associated with death among the Unangax and Sugpiaq cultures.
Illustrates and explains various styles of clothing, and describes the resources used for each.	Describes the everyday wear and traditional parkas worn by Unangax and Sugpiaq people (e.g., materials, inner wear, parka styles, male/female types).	Describes the type of clothing created for protection from rain and elements of the ocean environment (e.g., outerwear, footwear).	Explains and illustrates traditional Unangax/Sugpiaq ceremonial clothing, and compares it to utilitarian clothing (e.g., bentwood headgear, masks, etc.).	Selects and creates a traditional Unangax/Sugpiaq clothing item, and explains symbolism of the adornments associated with the clothing item.
Shows the varied modes of transportation.	Describes the modes of transportation used during summer and winter.	Describes the unique designs and attributes of the iqyax/qayaq (e.g., measurements, joints, seaworthiness, etc.).	Gives a presentation on the iqyax/qayaq, and compares and contrasts designs in both Unangax and Sugpiaq cultures.	With assistance, collects resources, and constructs an iqyax/qayaq (e.g., actual or model).
Explains the traditional trade patterns of the Unangax and Sugpiaq.	Describes the trading patterns within the Unangax and Sugpiaq region (e.g., fur seal, fish, etc.).	Identifies groups that trade took place with outside of this culture region, and analyzes the resources involved in trade with outside groups (e.g., caribou, dentalium, furs, amber, slaves, etc.).	Selects a traditional trade item and discusses with a small group the origin of the item, how it was obtained, its value in the local culture and how it was incorporated into Unangax and/or Sugpiaq culture.	Using traditional trade items, creates a culturally appropriate piece of regalia or item (e.g., caribou neck hair embroidery, beaded/dentalium headdresses, birch containers, etc.).
Describes the traditional health care among the Unangax/Sugpiaq people.	Explains how Unangax/Sugpiaq increased physical strength and stamina (e.g., male bathing, war skill training, etc.).	Identifies and describes medicinal plants utilized to treat specific illnesses.	Researches and discusses the advanced medical knowledge of the Unangax/Sugpiaq people and how it was applied (e.g., knowledge of human anatomy, surgery, mummification process, etc.).	Creates a presentation on traditional Unangax/Sugpiaq health care including building strength, medicinal plants, and advanced medical knowledge.

<p>Compares and contrasts traditional and contemporary subsistence patterns.</p>	<p>Identifies natural resources used for subsistence in traditional times, and explains how these resources were gathered.</p>	<p>Identifies natural resources used for subsistence in contemporary times, and explains methods for gathering these resources.</p>	<p>Compares and contrasts traditional and contemporary subsistence patterns; including resources, methods, seasonal cycles, male/female roles, etc.</p>	<p>Researches and reproduces a traditional Unangax/Sugpiaq technology used for obtaining subsistence resources (e.g., retrieving hooks, throwing sticks, harpoons, baskets, etc.).</p>
<p>Describes the importance of ceremonies in Unangax/Sugpiaq cultures.</p>	<p>Identifies varied ceremonies, their importance and cycles associated with specific ceremonies (house potlatches, bladder festivals, etc.).</p>	<p>Describes the beliefs associated with specific ceremonies and how these beliefs affected the ceremonies (e.g., masks, effigies, release of spirits, etc.).</p>	<p>Selects a specific event and gives a detailed presentation on the beliefs, practices, and protocol for the ceremony.</p>	<p>Researches, creates and gives a presentation on a specific item used for ceremonial purposes.</p>
<p>Analyzes the changes that the Unangax and Sugpiaq cultures have gone through since contact with the westerners.</p>	<p>Identifies the factors responsible for changing settlement patterns.</p>	<p>Discusses the effects that contact with the westerners (e.g., warfare, boarding schools, gold mining, churches, and schools) have had on Unangax and Sugpiaq cultures.</p>	<p>Explains how the Unangax and Sugpiaq people have organized since the Indian Reorganization Act and ANCSA.</p>	<p>Analyzes the changes and gives an opinion on the positive or negative aspects of those changes.</p>
<p>Utilizes one's heritage language in everyday life.</p>	<p>Recites traditional greeting and self-identification, and provides English translation. In addition, employee recites traditional phrases used for departure and/or thank you.</p>	<p>States 10 basic commands in employees' traditional language and provides English translation.</p>	<p>Constructs simple sentences in his or her traditional language utilizing objects within the house and provides English translation.</p>	<p>Incorporates new vocabulary words, and utilizes these words in sentences and provides English translation.</p>

Athabascan Cultural Competencies

	Emerging	Developing	Proficient	Advanced
Identifies, by name and location, the 11 Athabascan groups.	Identifies and locates three Athabascan groups: 1) _____ 2) _____ 3) _____	Identifies and locates three additional Athabascan groups: 4) _____ 5) _____ 6) _____	Identifies and locates all eleven Athabascan groups: 7) _____ 8) _____ 9) _____ 10) _____ 11) _____	Identifies and locates the Na-Dene language family in North America.
Explains Athabascan group sizes and their seasonal movement. In addition, identifies the main types of housing utilized by different Athabascan groups.	Discusses group sizes and their seasonal movement related to resource availability.	Compares and contrasts both winter and summer houses of different Athabascan groups.	Explains the variations, which were structurally different than typical Athabascan homes, for winter houses among the two Athabascan groups who produced these different types of houses.	With assistance, constructs a temporary Athabascan domed willow or pole house structure at ANHC.
Analyzes and explains Athabascan tools and how this technology was applied.	Identifies the main resources used when making tools.	Explains Athabascan tools and their usage.	Analyzes and explains how bark was traditionally processed and utilized in a specific Athabascan group.	Selects, researches, creates and demonstrates the usage of a specific Athabascan tool.
Describes the traditional social organization of Athabascans.	Illustrates the clan system and the role of clan elders.	Explains the role of clan elders in Athabascan society.	Describes which individuals were considered the core of an Athabascan group, and the establishment of hunting partners.	Researches and analyzes contemporary social organization and traditional social organization among Athabascan groups.

Explains the traditional life cycles of Athabascan people.	Explains the traditions associated with pregnancy, birthing, and childrearing.	Describes practices associated with both males and females in the rights of passage from childhood to adulthood, and the role of the avunculate in this system.	Explains the practices associated with marriages; and the role of elders in these societies.	Analyzes and gives a presentation on the beliefs and practices associated with death among the Athabascan cultures.
Illustrates and explains various styles of clothing, and describes the resources used for each.	Describes tunics and leggings/pants worn for everyday life, and explains the resources utilized in these garments.	Describes Athabascan footwear, including resource materials, seasonal styles.	Explains and illustrates traditional Athabascan ceremonial regalia, and compares it to everyday utilitarian clothing.	Researches, selects, and creates a traditional Athabascan clothing item.
Shows the varied modes of transportation.	Describes the major modes of transportation during summer and winter.	Summarizes additional transportation items used in the winter.	Describes the traditional Athabascan canoe and its uses, as well as, shows (on an ANHC canoe) how spruce pitch and roots were utilized in its construction.	With assistance, collects resources, and constructs a model birch bark canoe.
Compares and contrasts Athabascan trade patterns.	Describes the traditional trade practices among Athabascan groups.	Explains the important role of Athabascans in the European fur trade during the early contact years.	Compares and contrasts modern day trade practices with that of traditional trade practices.	Creates a presentation (to be shared with others) which demonstrates both traditional and contemporary trade practices, and evaluates the importance of those practices.
Describes traditional health care among the Athabascans.	Explains how traditional Athabascan groups increased physical strength and stamina.	Identifies and describes at least 4 medicinal plants.	Explains the uses of specific medicinal plants, and for which ailments they were prescribed.	Researches, identifies, and collects, local medicinal plants used by Athabascan groups, and creates a display.

Compares and contrasts traditional and contemporary subsistence patterns.	Identifies natural resources used for subsistence in traditional times.	Identifies natural resources used for subsistence in contemporary times.	Compares and contrasts traditional and contemporary methods of obtaining subsistence resources.	Reproduces a traditional Athabaskan technology used for obtaining subsistence resources (e.g., model fish wheel, bow/arrow, spear, etc.).
Describes the importance of ceremonies in Athabaskan culture.	Explains the meaning of potlatch.	Identifies special occasions for which potlatches are held.	Explains the importance of the Memorial Potlatch.	Explains, documents, and creates a presentation that describes a potlatch (other than Memorial Potlatch).
Analyzes the changes that the Athabascans have gone through since contact with the westerners.	Identifies the factors responsible for changing settlement patterns.	Discusses the effects that contact with the westerners (e.g., warfare, boarding schools, gold mining, churches, and schools, etc.) have had on Athabaskan cultures.	Analyzes how Athabascans have organized themselves since the Indian Reorganization Act and ANCSA.	Analyzes the changes and gives an opinion, supported with evidence, on the positive or negative aspect of those changes.
Utilizes one's heritage language in everyday life.	Recites traditional greeting and self-identification, and provides English translation. In addition, employee recites traditional phrases used for departure and/or thank you.	States 10 basic commands in employees' traditional language and provides English translation.	Constructs simple sentences in his or her traditional language utilizing objects within the house and provides English translation.	Incorporates new vocabulary words, and utilizes these words in sentences and provides English translation.