

Foreign Language Curriculum

Tohono O'odham Ni'oki c Himidag

Kindergarten – Eighth Grade

San Xavier Mission School

Department of Catholic Schools
Diocese of Tucson
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Acknowledgement

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Committee Members

Ms. Edith Manuel and Ms. Margie Butler San Xavier Mission School

Introduction

The goal of our students at San Xavier Mission School on the Tohono O'odham Reservation is to:

To mold in the student the respect and appreciation of their Tohono O'odham Ni'oki c Himidag.

To teach the Tohono O'odham language skills in – both speaking and writing.

San Xavier Mission School's rationale for implementing the Tohono O'odham Ni'oki c Himidag Curriculum is that:

The Native American experience has been omitted from the curriculum of the schools in America. Neither Native American students nor Anglo students are educated for the hard realities of their times. The non-Indian student also has an urgent need for systematic exposure to at least the fundamental aspects of Indian and other ethnic studies programs. The non-Indian bears burdens of the past and present information and experiences which often leads him/her deceptively to taking a position of being anti-Indian (anti-minority), indifferent, or patronizing. These positions result inevitably from biased or inadequate information. Such positions, during the decades immediately ahead, can only lead to disaster.

Vision Statement

To make our Tohono O'odham students more successful by concreting our school philosophy which states; (The school community concerns itself with opening the whole person by facilitating religious development; academic achievement; habits of life long learning; community service; moral, personal, social, physical, healthy habits, and particularly cultural development.)

This will help the student perhaps more than anything else, to answer their questions concerning their identity. Before they can know where they are going, they must first know where they have been. For any effective leadership, especially of a minority people, it must be based upon knowledge of their past and a comprehensive knowledge of their present condition, out of which a sense of their aspirations and destiny grows.

The objectives for the curriculum.

A. Kindergarten

1. Be able to recite numbers 1-10
2. Be able to identify basic colors.
3. Be able to identify/recite the alphabet.
4. Be able to sign/express the Sign of the Cross.
5. Be able to express/greet in the morning, afternoon and evening.
6. Be able to identify/learn domestic animals.
7. Be able to learn/recite kinship terms.
8. Be able to recite common nursery rhymes.
9. Be able to identify the phonetic system.

B. First Grade

1. Be able to recite number 1-20.
2. Be able to identify basic colors.

3. Be able to recite the alphabet.
4. Be able to sign/express the Sign of the Cross.
5. Be able to express/greet in the morning, afternoon and evening
6. Be able to express the days of the week.
7. Be able to identify domestic animals.
8. Be able to learn/recite kinship terms.
9. Be able to express in a complete sentence.
10. Be able to identify the phonetic system.
11. Be able to sing a song in O'odham.
12. Be able to identify the diacritical marks.
13. Be able to read/comprehend O'odham readers 1-3

C. Second Grade

1. Be able to recite numbers 1-50.
2. Be able to identify eight basic colors.
3. Be able to identify/recite the alphabet.
4. Be able to sign/express the Sign of the Cross and introduce the Hail Mary.
5. Be able to express/greet in the morning, afternoon, evening and nighttime.

6. Be able to identify/learn the difference between wild/domestic animals.
7. Be able to identify/recite/write basic kinship terms.
8. Be able to express/write a complete sentence
9. Be able to recite/learn/write some of the days of the week.
10. Be able to identify/differentiate the phonetic system.
11. Be able to continue to learn O'odham songs.
12. Be able to identify/use the diacritical marks.
13. Be able to read/comprehend O'odham readers 1-5.
14. Be able to learn/write some basic everyday foods that are common to the children.

D. Third Grade

1. Be able to recite/write numbers 1-100.
2. Be able to identify/write the 10 basic colors.
3. Be able to recite the alphabet.
4. Be able to sign/express the Sign of the Cross and recite the Hail Mary.
5. Be able to write/express greetings in the morning, afternoon, evening and nighttime.
6. Be able to write/express some of the days of the week.
7. Be able to identify/differentiate tame and wild animals.

Introduce five new animas that are seen commonly each day.

8. Be able to recite/identify/write basic kinship terms, including the introduction of younger sister on fathers and mothers side of the family.
9. Be able to express and write a complete and asking sentence.
10. Be able to identify/differentiae the phonetic system.
11. Be able to read/sing a song in O'odham.
12. Be able to identify/use the diacritical marks in their spelling.
13. Be able to read/comprehend O'odham readers 1-8.
14. Be able to name/identify 28 different foods that are common in their daily lives.

E. Fourth Grade

1. Be able to recite/write numbers 1-200.
2. Be able to identify/write the 10 basic colors.
3. Be able to recite/write words for the O'odham alphabet.
4. Be able to sign/express the Sign of the Cross, recite the Hail Mary and the Our Father.
5. Be able to write/express greetings, in the morning, afternoon, evening, nighttime, yesterday, today, and tomorrow.
6. Be able to write/express the days of the week.
7. Be able to name/identify the contemporary and traditional months.

8. Be able to identify/differentiate tame and wild animals, introducing five new animals that are seen commonly each day.
9. Be able to recite/differentiate basic kinship terms, including the introduction of younger brother on fathers and mothers side of the family.
10. Be able to express/write a short paragraph in O'odham.
11. Be able to identify/differentiate the phonetic system.
12. Be able to read/sing/comprehend a song in O'odham.
13. Be able to identify/use the diacritical marks in their spelling.
14. Be able to read/comprehend O'odham readers 1-10.
15. Be able to name/identify 35 different foods that are common in their daily lives.
16. Be able to identify first four traditional foods.
17. Be able to identify/name the eleven district of the nation.
18. Be able to identify the symbols of the Tohono O'odham Nation flag.
19. Be able to recite/identify the four directions.

F. Fifth Grade

1. Be able to recite/write numbers 1-300.
2. Be able to identify/write the 10 basic colors and learn three complex colors.
3. Be able to recite/write the alphabet.

4. Be able to sign/express the Sign of the Cross, recite the Hail Mary and the Our Father.
5. Be able to write/express greetings, in the morning, afternoon, evening, nighttime, yesterday, today, and tomorrow.
6. Be able to write/express the days of the week.
7. Be able to name/identify the Contemporary and Traditional months.
8. Be able to identify/differentiate tame and wild animals, introducing five new animals that are seen commonly each day.
9. Be able to recite/identify/write basic kinship terms for all the immediate family members.
10. Be able to express and write a short paragraph in O'odham.
11. Be able to identify/differentiate the phonetic system.
12. Be able to read/sing/comprehend a song in O'odham.
13. Be able to differentiate /use the diacritical marks in their spelling.
14. Be able to read/comprehend/write a book report for O'odham readers 1-12.
15. Be able to name/identify 40 different food that are common in their daily lives.
16. Be able to identify eight traditional foods.
17. Be able to recite/identify/explain the 11 tribal districts.
18. Be able to identify the meaning of the tribal flag.

19. Be able to identify/name the Tribal Chairman and the District Representatives.
20. Be able to identify the basic body parts in O'odham.
21. Be able to identify the plants used in basket making.

G. Sixth Grade

H. Seventh Grade

I Eighth Grade

Our strengths of the curriculum are as following

- The curriculum will empower students to appreciate and learn their traditional Tohono O'odham Ni'oki and Himidag.
- The school has knowledge bilingual Tohono O'odham teachers/staff to direct and implement the curriculum.
- The language will be integrated into basic subjects.
- Numerous and diverse resources are available.

Our weaknesses in the curriculum are as follows:

- Success of the program depends on the daily implementation of the curriculum in the classroom.
- Cooperation and reliability from guest speakers.
- Daily oral drills in the classroom.

Our use of measure in evaluating the student learner and the program.

Assessment of student learner.

- Oral drill
- Teachers observation
- Performance

- Retelling Stories
- Complete/read O'odham Readers

Assessment of the O'odham curriculum.

- Supervise the teaching modules.
- Teacher in-put and evaluation
- Critique by speakers.
- Monthly review at Faculty/Staff meetings.

Grading policies to be used to evaluate student learning;

Following the present diocesan grading system the students will receive a satisfactory or unsatisfactory on their quarterly report cards. Cooperation from the students determines their willingness to learn. Teacher observation and sensitive to the needs of the learner.

The effectiveness of instructional materials in helping the school achieve its goals and objectives are; our excellent resources that have already been developed by San Simon and Santa Rosa Ranch Schools. The resource people to be used as speakers will be a continuous list to add on. The Resource list will be used to supply developed material, information or resources available on the Tohono O'odham Ni'oki c Himidag.

RESOURCES

1. Living history; parent, grandparents, elders, other tribal members
2. San Xavier Mission School Library
3. San Xavier District Education/Library Center
4. Tohono O'odham Headstart Curriculum
5. Tohono O'odham Nation Education Center/Venito Library
6. A Papago Grammer
7. Albert Alvarez and Kenneth Hale Writing System
8. San Simon Bilingual Program
9. Santa Rosa Ranch School Bilingual Program
10. Arizona Historical Society
11. University of Arizona Museum
12. University of Arizona Library
13. University of Arizona, Department of Anthropology
14. San Xavier Mission Church Museum
15. A:cim ac neneok O'odhamkaj, Venito Garcia O'ohana Ki: Nanaipiju (Conservational lessons)
16. The Tohono O'odham – English Picture Dictionary for the primary grades
17. Healthy O'odham Promotion Program (Diabetes Program), Sells, Arizona
18. Tohono O'odham Nation Cultural Center and Museum
19. Periodicals such as Naïve Peoples, Runner, Arizona Highways, and Indian Country
- 20.

The Tohono O'odham speaking staff will instruct the students and teachers. The teachers will then reinforce the skill. The Staff will review the curriculum monthly to evaluate the effectiveness of the curriculum.