



# CITIZEN POTAWATOMI NATION COURSE CONTENT STANDARDS

## Meeting the Noék Nmeshomesek (Seven Grandfathers) Standards

All CPN coursework and educators will strive to model and teach the values of the Noék Nmeshomesek.

### **Dbandewen** Love

Starting from the belief that all humans and our other-than-human relations have inherent value, and acknowledging the value of oneself, our teaching should show love:

- For the student's whole self.
- For the educator's whole self.
- For the content and materials.
- For the next Seven Generations and the ancestors.
- For the land from which the Potawatomi originated, on which Citizen Potawatomi is now located, and the land where the learning takes place.
- For all of our relations, human and other-than-human.

Demonstrated by:

- Committing adequate time to the preparation of content.
- Consistent and high expectations for individual student and class performance, as appropriate to their age and level.
- Creating room for students to ask questions and explore content based on their interests.
- Encouraging students' personal development alongside knowledge acquisition.
- Working to understand that students' and educators' emotions and personal histories inform engagement with each other and with content.
- Recognizing that learning is a collaborative process, and students will also teach those educators who are open and paying attention.

### **Mnadéndemwen** Respect

Starting from the belief that all our human and other-than-human relations have inherent value, and acknowledging the value of oneself, our teaching will show respect:

- For learners, whose background and pre-existing knowledge inform their education.
- For educators, who are professionals and experts in their field.
- For content and all primary source material, conventional and unconventional, which should be treated with care.
- For differing points of view and different ways of learning.
- For the source of course or lesson content, especially elders, and their for how content is delivered or shared.



## **Mbwakawen** Wisdom

All content:

- Encourages critical thinking and engagement over repetition and memorization.
- Has a coherent content progression that facilitate students' learning journeys.
- Is appropriate for intended delivery format; online courses follow best practices for online education, and same for in-person.

All educators are encouraged to be discerning in materials where possible, accounting for whether content is appropriate for students.

## **Wédaséwen** Bravery

All content:

- Does not shy away from difficult or sensitive content and handles it in an age-appropriate way.
- Provides ways for students to safely push boundaries beyond their comfort zones, through activities or content.

Educators:

- Push students beyond the bare minimum of state requirements to engage in higher level thinking.
- Invite students to ask questions and engage with materials and each other, while honoring that teachers may not know all the answers.
- Admit the limits of their knowledge and ask for help when they need.
- Embrace the inherent worthiness and fundamental sufficiency of themselves and encourage learners to do the same.

## **Gwékwadzewen** Honesty

Educators should strive to:

- Be willing to admit when they do not know all the answers, and search with students for those answers.
- Be willing to examine personal bias and bias in the curriculum to inform students' approach to the material.
- Honestly represent the sources that inform their knowledge, be they elders, community members, academics, or otherwise, and the limits of their knowledge.

## **Édbesendowen** Humility

Curriculum:

- Is easily adjustable for teachers to adapt based on their classes; teachers have room to invite and incorporate student, community, and family feedback.

Educators should:

- Admit the limits of their knowledge and ask for help when they need.
- Recognize the talent and strengths of the community and drawing on experts where appropriate.

## **Debwéwen** Truth

- Content is factually correct and consistent with other sources of knowledge on the topic, unless there is compelling evidence other knowledge sources are wrong.
- Educators are committed to facing even uncomfortable facts.

