**INSTITUTIONAL OUTCOME**

**Inherent Rights – To apply Indigenous Knowledge**

**5. The student will be able to exhibit a sense of place**

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|  | | Level of Proficiency | | |
| Criteria |  | Accomplished | Developing | Beginning |
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| Relationship with Place |  | Demonstrate the interrelatedness between indigenous culture and the environment | Describe the interrelatedness between indigenous culture and the environment | Recognize the interrelatedness between indigenous culture and the environment |
| Language |  | Articulate the importance of language revitalization in defining sense of place | Explain the importance of language revitalization in defining sense of place | Identify examples of language that defines a sense of place |
| Sustainability |  | Demonstrate (or advocate) for the protection of Sacred Lands and how the land sustains way of life | Describe the importance of Sacred Lands and the diminished home lands and how the land sustains way of life | Recognize the history of Sacred Lands and how the land sustains way of life. Identify the difference between tribal boundaries and homelands |
| Sovereignty |  | Demonstrate how inherent rights emerge from place and apply this knowledge to defend treaty rights | Describe and express examples of the difference between inherent and acquired rights | Be able to distinguish the difference between inherent and acquired rights |
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