Youth from diverse communities of practice bring to both formal and informal educational contexts rich and enriching diversity in family and local funds of knowledge influenced by sociocultural and sociolinguistic factors, environments, and processes that manifest in distinct learning motivations and behaviors. This course draws from conceptual and empirical research in Native American and Indigenous education to explore questions that include: What are the distinct cultural and linguistic competencies of Native American youth? What are the interactional contexts that will support and foster further growth? What are the cultural perspectives about how knowledge and leadership are acquired and demonstrated? What are the cultural values and norms conveyed through home and community socialization practices? What are Native American/Indigenous literacy traditions and practices that remain salient and relevant to contemporary circumstances? The premise of the course is to assist students in not only gaining an understanding of and appreciation for, but extending the notion that “cultural diversity is a valuable resource” (Swisher, 1984, p. 2, citing Commission on Multicultural Education, 1973).