

Din4 History Standards Scope and Sequence - Concept 4; PO 1

Standard: **Din4 bibee'4'ool'8 d00 1dah00t'81'g77shi| nil9go 1d'7n'7ht'i' doolee|.**
 I will understand historical/factual events, people and symbols that influence my family.

Concept 3:

PreK – 3rd **Yoo[k1|'g77nil'7nii bin1hidiz7d d00 nin1h1h11h nihee h0lon'g77shi| b44 h0zin doolee|.**
 I will understand time passage and chronology, specific to Diné culture traditions.

4th – 6th **Nihina'nitin, nihe'4'ool'8 d00 nihizaad nidaasya'g77n1sg00 yily4|'g77baa 1konisin doolee|.**
 I will understand the integrity of my culture, language, and values that are protected and maintained Diné.

7th – 12th **Nihina'nitin, nihe'4'ool'8 d00 nihizaad nidaasya'g77n1sg00 yily4|'g77baa 1konisin doolee|.**
 I will understand the integrity of my culture, language, and values that are protected and maintained.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 Din4k'ehgo na'azheeh d00 k'44d'7y44h 1daat'4ii b'7nida'niltin'g77 baa 1konisin doolee . I will identify and apply culturally appropriate uses of places and time.</p>	<p>Conduct a research on Navajo constellations. Analyze and interpret appropriate time for planting by drawing connections to own family livelihood and farming.</p>	<p>Identify, recall, and elaborate the learned wide array of culture topics and present a slideshow presentation to an audience.</p>	<p>Express ideas to generate alternatives culturally appropriate uses; baa dloh hasin, teasing, etc.</p>	<p>Use a KWL chart to look into, explore, and find facts for appropriate time to planting and the hunting season.</p>

<p>7th-8th PO 1 She'4'ool'8i d00 she'iina' 1deesh[7g77 b0hoosh' aah doolee]. I will apply my customary teachings to my livelihood.</p> <p>4th-6th PO 1 She'4'ool'8i g77 bee nisdzilgo n11sg00 bee 1n3ht'4e doolee]. I will practice my Diné culture teachings.</p> <p>PreK- 3rd PO 1 Bi[h1j44' d00 shit4' z7n7yee iin1 1dayiilaa g77 d00 1deii['7g77baa 1konisin doolee]. I will identify my family history and their livelihood.</p>	8	7	6	5
	<p>Research and interview a local culture expert or family to find information on the wonders of hooghan haz'32gi teachings. Explain through a digital photo album.</p>	<p>Identify and distinguish the customary teachings within the home of everyday life using a concept map to explain to peers.</p>	<p>Create a matrix to apply, recall, identify, choose, and research a Diné culture teaching such as Kinaaldá, Késhjée', Tsidił, etc., and create a matrix to show information to share with peers.</p>	<p>Brainstorm and synthesize on how to be cognizant of negative influences. Use a KWL chart to identify and find information on negative influences. Contrast by recognizing how to maintain a healthy lifestyle and share with peers.</p>
	4	3	2	1
	<p>Recognize, identify, and list cultural responsibilities. Explain how one applies Diné culture teachings to their life and family. Create a picture collage to explain and share findings.</p>	<p>Use context cues to distinguish various jobs people have as careers. Construct a booklet to share with peers on the jobs family has had for several years; family history, and their livelihood. Develop a parent forum to have parents present on their careers.</p>	<p>Recall and retell to identify the various jobs extended family does. Conduct a presentation with a show and tell of the various jobs.</p>	<p>Recall from observations and list the different jobs that families have within the home, such as chores. Create a bulletin board presentation to share with peers and school to explain information.</p>
	K		PreK	
	<p>Identify parent's jobs and create a jobs journal with illustrations and pictures.</p>		<p>Recognize jobs from observations and use puppetry to role play.</p>	

Diné History Standards Scope and Sequence - Concept 4; PO 2

Standard: **Diné bibee'4'ool'ḡ d00 1dah00t'ḡḡshil nilḡo 1d'ḡḡht'i' doolee[.**
 I will understand historical/factual events, people and symbols that influence my family.

Concept 3:

PreK – 3rd **Yoo[k1[ḡḡnil'ḡnii bin1hidiz7ḡ d00 nin1h1h11h nihee h0lonḡḡshil b44 h0zin doolee[.**
 I will understand time passage and chronology, specific to Diné culture traditions.

4th – 6th **Nihina'nitin, nihe'4'ool'ḡ d00 nihizaad nidaasya'ḡḡn1sg00 yily4[ḡḡbaa 1konisin doolee[.**
 I will understand the integrity of my culture, language, and values that are protected and maintained Diné.

7th – 12th **Nihina'nitin, nihe'4'ool'ḡ d00 nihizaad nidaasya'ḡḡn1sg00 yily4[ḡḡbaa 1konisin doolee[.**
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Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 Nahasdz11n t'11 si'33 n7'66' d00 Din4ḡ7 n1k44' n1h1ne' a[h22h naashnilgo naaltsoos bee hadideesh[7ḡ. I will present a timeline that reflects parallel historical events from across the globe and Diné Nation history.</p>	<p>Devise tribal events from research and structured controversy to evaluate evidence.</p>	<p>Constructing arguments with guide and model inquiry for research on current tribal events.</p>	<p>Fact-finding, describe, and construct an outline the Navajo tribal leaders with chronology to significant events while in office.</p>	<p>Identify and cite evidence of historical events with neighboring tribes, the nation, and the world. Chart and table out the events making comparisons with the Diné history.</p>

<p>7th-8th PO 2 Nihe'4'ool'88 d00 naaly4h4 a[taas'47 [ahgo 11ni[7g7baa n1h1shne' doolee]. I will identify changes in customs and goods.</p> <p>4th-6th PO 2 Shik'47din4j7 nihe'4'ool'88 y7nida'ni[tin7g7shi b44 h0zin doolee]. I will identify the teachings of Diné culture and history.</p> <p>PreK- 3rd PO 2 Shicheii d00 shim1s1n7yoo[k11 d00 nin1h1h1h yee bi b44 h0zin7g7baa 1konisin doolee]. I will identify how my grandparents kept track of time and seasons.</p>	8	7	6	5
	Respecting differences on the issue of rations following the return of the Navajos from Ft. Sumner, keeping a diary, logging in of food and necessities in a journal entry.	Comparing and contrasting Navajo life and culture survival necessities prior and after the Long Walk era.	Research and develop a logical argument on the various clans in leadership roles.	Recall, reflect, and distinguish on clans with family and leaders in community.
	4	3	2	1
	Recall facts and describe the Diné cultural events then construct a survey.	Recognize and identify Diné cultural events and categorize according to their seasons.	Using pattern and structures to create symbols and icons to develop a personalized Navajo calendar.	Recall and retell stories of the four seasons of events portrayed in painting.
	K		PreK	
	Analyze and interpret the events of illustrations of the Navajo calendar.		Listen to stories of birds and animals of the Navajo calendar. Color and retell playbook to peers.	

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Concept 3:

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 I will understand time passage and chronology, specific to Diné culture traditions.

4th – 6th **Nihina'nitin, nihe'4'ool'8 d00 nihizaad nidaasya'7g7n1sg00 yily4[77baa 1konisin doolee].**
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7th – 12th **Nihina'nitin, nihe'4'ool'8 d00 nihizaad nidaasya'7g7n1sg00 yily4[77baa 1konisin doolee].**
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9th-12th PO 3 Hooghan haz'1n'7l00 n'747k'ee'aan nahaz'32j8 hadahodiidzaa'g77 b'7na'7l'7shkidgo naashkaah doolee]. I will interview and research the reasons for changes in living environments i.e., home and community.	Synthesize and predict the future of Navajo housing and development by research and expository writing according to the MLA format and citing evidence.	Explore, compare, and contrast living conditions of other Native Americans and ethnic groups by a power point slide presentation. Summarize, explain the purposes of why people used different types of materials to construct homes by research then presenting them to peers.	Apply concepts of community development by creating a 3D model or a computer program of ideal community with streets, street names, etc. then present to peers.	Determine and summarize the contributing factors for changes on housing/homes of the Diné people by discussion, concept web then writing cause and effect essay.

<p>7th-8th PO 3 Hoolzhishd66' hooghan a[‘aan 1daat'4ego 1daalyaa7g77 7shj1n71deesh[7]. I will present examples of changes in architecture/housing.</p> <p>4th-6th PO 3 Hooghan 1daat'4h7g7[ahgo 1daadzaa7g77 nidaashch'22'go 1deesh[7]. I will illustrate/draw examples of time passage in architecture/housing, community developments.</p> <p>PreK- 3rd PO 3 Hodeey11d33' d00 d7shj9j8 hooghan a[‘aan 1daat'4ego 1daalyaa7g7shi[b44 h0zin doolee[. I will recognize types of dwellings and structure relevant to time in Diné communities.</p>	8	7	6	5
	Summarize the cultural and architectural information on the male and female hogans by demonstration using 3D models and oral report to peers.	Summarize information on home/housing changes from historical to modern Diné people by creating a timeline and presenting to peers.	Synthesize concepts of Hogan construction by designing and creating a Hogan with different types of available materials in 3D model in cooperative groups.	Explore, investigate the main ideas on the process of home construction by illustrating on a flowchart.
	4	3	2	1
	Explain and show types of home (house, Hogan, mobile home, shade house, etc.) by 3D model and present to peers.	Identify and describe the different types of materials (wood, concrete, metal, etc.) that are used to construct a home by pictures and discussions.	Explain the features of inside of a home (rooms, furnishings, etc.) and surroundings (shed, garage, woodpile, dog house, porch/deck) by oral discussion and illustration with pictures.	Explain the type of home students live in by using pictures and oral reports.
	K		Pre-K	
	Illustrate the types of homes people live in, in Shiprock area by drawing shapes using a ruler.		Recognize and relate personal homes to shapes. Name the type of home students live in i.e., house, mobile home, Hogan, apartment, etc.,	

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Performance Objective 4	12	11	10	9
9th-12th PO 4 Hodeey11d33' d00 d7shj98 biniinaa Idah00ti'81'g77[a' baa n1h1shne' doolee[. I will research the purpose of events in a historical timeline.	Critique the cause and effects of Hopi and Navajo land dispute from the historical to the present by research, oral discussion, and writing.	Conduct, and experiment on the amount of usage of San Juan River and Green River by hands-on and measurements. Evaluate and assess which area/region uses vast amounts of water by discussion and writing an expository essay.	Identify cause and effect of Trading Posts by discussion and taking notes. Compare and contrast the materials and designs/styles created on Navajo rugs from historical to the present by illustration or visual presentation then sharing with others.	Summarize major historical Diné history from Dinétah to the present by creating a timeline and presenting to peers.

<p>7th-8th PO 4 Shizaad shij nil9go n11sg00 yish[44] doolee[77baa y1shti' doolee]. I will describe ways to value and maintain my Diné language.</p> <hr/> <p>4th-6th PO 4 Hodeey11d33' d00 d7shj998 1dah00t'817g7a[k44' hon732go baa n1h1shne' doolee]. I will retell major Diné historical events.</p> <p>PreK- 3rd PO 4 Hodeey11d33' d00 d7shj998 1dah00t'817g7 baa 1konisin doolee]. I will identify historical events in different eras.</p>	8	7	6	5
	Design an investigation for a study of the reasons behind why a majority of adolescents are not speaking the Diné language today through discussion and generating a list.	Observe and analyze the causes/reasons why a majority of adolescents are not speaking the Diné language today through discussion and generating a list.	Research boarding school life in the early 1900s by reading and illustrating and presenting a power point.	Analyze and describe the Navajo livestock reduction; develop an understanding of the thought, feelings, and emotions that went with the event by oral discussion and pictures.
	Draw conclusions of different ways for Diné people to maintain the Navajo language by generating a list.	Draw conclusions of different ways for Diné people to maintain the Navajo language by generating a list.		
	4	3	2	1
	Analyze and describe historical photographs of Navajo people by discussion and describing objects, clothing, etc.,	Research the origin of the Navajo reservation by analyzing the Treaty of 1868 and using maps. Discuss the purpose of reservations for Native Americans in the U.S. today.	Recognize and identify Native American history month by celebrating with different activities; and recognizing prominent Diné people by reading and using pictures.	Investigate the Navajo Nation president's ages at inauguration. Create a graph and identify who was the youngest and the oldest president at inauguration by discussion and visual demonstration.
	K		Pre-K	
	Retell and identify some uses of cornstalk/squash, melons, etc., by reading, then use a line graph to measure the growth and time frame; discuss time and change. Observe and identify some uses of corn/squash/melons, etc., by growing them and using a line graph to measure the growth and time frame and discuss time and change.		Identify and recall the meanings of yesterday/past, today/present by oral discussion and using pictures. Recognize and identify the current Navajo Nation president and vice-president by pictures and naming them.	

