

Din4 Character Standards Scope and Sequence - Concept 1; PO 1

Standard: **K'4 hwiinidzin d00 1d1hozd7zin bee had7h7sht'4e doolee[77b0hwiideesh'11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 1:

PreK-12th **K'4zhn7lzin doolee].**
 I will express critical thinking to establish relationships with the environment.

Performance Objective 1	12	11	10	9
9th-12th PO 1 Shinits4kees bee siih dinisdzin doolee]. I will apply my life skills to be a responsible citizen.	Interview elderly and Navajo philosophers to analyze and determine traditional life skills that should have be accomplished for their age according to our Navajo teachings. Make a comparison with their current lives and traditional teachings of life skills to determine the efficacy of traditional teachings.	Synthesize and apply concepts of how student's upbringing has made an impact on their current lives. Use reflection journals to do a self-evaluation and assessment of their influences.	Interview parents and inquire about rules that they lived by when they were young. Make a connection by formulating a comparison with how their parents are disciplined and responsible.	Differentiate and examine how parent's rules have changed from elementary, to Jr. High, to High School. Develop a logical argument to decide if rules have made a positive impact on becoming a responsible person.

<p>7th-8th PO 1 Shints1h1kees bee she'iina' bidziilgo 7h 7in doolee[. I will apply my thinking to build strong life skills.</p> <p>4th-6th PO 1 K'4dinisdzin biniy4 shinahat'a' 1deesh[7]. I will develop personal goals to express relationships.</p> <p>PreK- 3rd PO 1 K'4 shints4kees 1t'4e doolee[. I will recognize ways to express relationship.</p>	8	7	6	5
	Organize and prioritize your goals. Devise a workable plan for each item you want to accomplish. Establish a daily routine or agenda that student can keep up on a regular basis. Categorize them by monthly, quarterly or yearly chunks. List points, or plan the actions required to attain a particular point.	Student will begin the process to take the time to write down goals most meaningful to them and then list what they would need to do accomplish them. How do I see myself in 5, 10 or 20 years from now?	Take the time to figure out what student strengths, aptitudes and capabilities are. Draw up a chart or excel spreadsheet outlining student strengths, what they enjoy doing, and how they can establish goals.	Organize ways to stay motivated by setting up a chart of must-do activities. Read articles and newspapers for ideas and to sharpen language skills. Make observations of self-reflection in a weekly journal.
	4	3	2	1
	Student will recognize and identify personal boundaries. Using a checklist, distinguish clear and decisive limits so that others will respect them.	List ways students can respect each other. Identify ways to try to understand each other's feelings and points of views. Use a presentation board to share with peers.	List ways to acknowledge peers when something good happens to them at school or they achieved a goal. Student will recognize that sharing and exchanging of information brings people closer to each other by practicing communicating with each other.	Student will identify, list, and implement ways to do little things to be considerate and thoughtful.
	K		Pre-K	
Student will recognize that sharing and exchanging of information brings people closer to each other by practicing communicating with each other. Students can read to each other, play brain puzzles and play games.		Identify and recognize ways to share with peers.		

Din4 Character Standards Scope and Sequence - Concept 1; PO 2

Standard: **K'4 hwiinidzin d00 1d1hozd7zin bee had7n7sht'4e doolee[7g77b0hwiideesh'11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 1:

PreK-12th **K'4zhn7dzin doolee[.**
 I will express critical thinking to establish relationships with the environment.

Performance Objective 2	12	11	10	9
9th-12th PO 2 Nahasdz11n d00 y1di[hi[d00 bii' sil4ii shi[nil9Sdoolee[. I will coordinate a plan to show respect of the environment.	Research the 3 R's. Investigate how Navajo students can implement the 3 R's beginning with home, then to school, and then into the community. Use concepts that have been implemented before but from research, apply new concepts that are suitable for Navajo Nation environments. Develop a research presentation for	Research ways to connect to the environment such as doing activities outside. For example, taking walks, hiking, picking up trash weekly around home, etc., Develop a logical argument to promote connecting to the environment in relation our Navajo traditional teachings. Design a presentation to share with	Research ways to help the environment beginning from home. Identify and list ways to start small and form partnerships with NTUA and Navajo Nation Environmental Protection Agency for information. Develop a presentation for elementary students and peers.	Research and formulate a plan to purchase recycle bins at the school and develop partnerships with recycling centers. Develop a collaboration effort with administrators and peers to carry out the plan.

<p>7th-8th PO 2 Shik'47shi[nil9go baa ah44h nisin doolee]. I will respect my extended relatives.</p>	peers, elementary students, family, and the community.	peers and elementary students.		
	8	7	6	5
	<p>Organize a research project to collect and display photographs of extended relatives. Student will show extended relatives by families by creating a booklet that they will share with extended and immediate families to recognize and distinguish clan lineage.</p>	<p>Make observations and identify extended relatives. With the help of family, create a family tree to show clan lineage and extend as far back as student can to identify family. Create a digital family tree and share with family and relatives.</p>	<p>Identify and define life patterns of their families. Students will distinguish and interpret family unity. Students will list ways they show and talk about how they show appreciation for one another. List ways they spend quality family time together. Student will construct new ways to spend quality family time and present to families.</p>	<p>Identify and define life patterns of their families. Students will distinguish and interpret family unity. Students will list ways they show and talk about how they show appreciation for one another. List ways they spend quality family time together. Student will construct new ways to spend quality family time and present to families.</p>
<p>4th-6th PO 2 Shizh4'4 d00 shim1 d00 bi[h1744' shi[nil9go baa ah44h nisin doolee]. I will demonstrate respect and value of my immediate family.</p>	4	3	2	1
<p>PreK- 3rd PO 2 Shizh4'4 d00 shim1 d00 bi[h1744' baa ahx44h nisin doolee]. I will respect my immediate family.</p>	<p>Students will identify life patterns of their families. Students will distinguish and interpret family unity. Students will list ways they show and talk about how they show appreciation for one another. List ways they spend quality family time together. Student will construct new ways to spend quality family time and present to families.</p>	<p>Student will identify and list ways they can show respect and appreciation for family. Student will create their own monthly calendar and show how they can implement appreciation tasks for family. Student will implement an assessment journal of their tasks and measure for improvements.</p>	<p>Student will identify, list, and name relationships in Navajo. Student will distinguish family by creating family tree and labeling relatives with names. Student will organize relatives according to older and younger siblings and making a graph to show quantity of relatives going back to immediate aunts and uncles and their cousins.</p>	<p>Student will label immediate family by their Navajo relation and create a family book with photos of immediate family. (Shim1, shizh4'4, sh7naa7, sh1d7, shitsil7, shideezh7, shim1s1n7, shicheii, shin1l7 asdz33h, shin1l7 hast8h.)</p>

	K	Pre-K
	Student will identify immediate family and their names by bringing in family photos and creating family booklet.	Student will recognize immediate family by naming them and bringing in pictures of family to show and share with peers.

Din4 Character Standards Scope and Sequence - Concept 1; PO 3

Standard: K'4 hwiinidzin d00 1d1hozd7zin bee had7n7sht'4e doolee[7g77b0hwiideesh'11].

I will develop and apply critical thinking to establish relationships with the environment.

Concept 1:

PreK-12th K'4zhn7dzin doolee[.

I will express critical thinking to establish relationships with the environment.

Performance Objective 3	12	11	10	9
<p>9th-12th PO 3 Nah1sdz11n d00 y1di[hi] baa 1h1shy32 doolee[. I will organize events to care for the environment.</p>	<p>Students will create <i>Project Learning Tree</i>, in partnership with local primary grades using two curriculum guides, <i>Environmental Experiences for Early Childhood</i> and <i>Growing Up WILD</i>, and music CD. Students will engage children ages 3 to 8 in outdoor exploration and</p>	<p>Students will plan, prepare, and conduct monthly environmental and outdoor education workshops for community. Example topics (agronomy, survival, gardening, horticulture, camping, outdoor cooking, etc.,)</p>	<p>Students will plan, prepare, and conduct monthly health and wellness activities for community to be implemented at the Chapter Houses. (Nutrition, meditation, exercises, etc.,)</p>	<p>Students will plan, prepare, and conduct monthly health and wellness activities for peers to be implemented at the schools in partnerships with the principals. (Nutrition, meditation, exercises, etc.,)</p>

<p>7th-8th PO 3 Sh1' 1hwiin7'9d00 k'4 dinisdzingo bee 1n7ht'4e doolee[. I will model kindness and patience.</p>	<p>play. The many nature-themed lessons use hands-on activities to integrate the outdoors with art, literature, math, music, and movement.</p>			
	8	7	6	5
	<p>Develop a partnership with local elementary schools to implement a program to help underprivileged students with homework, reading, and math activities after school. Student will propose plan to principals to receive credit or bonus points for a grade.</p>	<p>Students will form a reading partnership with local elementary schools to read to students and explain and implement comprehension activities with students. Student will keep a reading log and use the reading log for class credit or grade.</p>	<p>Student will make observations of family, relatives, peers, and community and investigate small ways they can help them. They will use observations to develop a logical argument to implement a “pay it forward” project on a monthly basis.</p>	<p>Student will formulate a plan to present to family on creating a monthly calendar for each family member to set goals on showing ways they can show each family member that they are appreciated. Student will make a monthly report to peers to show the outcome of the effects of the plan.</p>
<p>4th-6th PO 3 !'1hwiin7'9saad bee y1shti' doolee[. I will demonstrate appropriate generosity.</p>	4	3	2	1
	<p>Students will identify and list ways to help with chores at home for parents and grandparents. Student will develop a chore chart and write a summary of each chore. Parents will sign off on student chore chart and return to school for credit.</p>	<p>Students will make observations of their school. Students will list and distinguish ways they can help others in their school. They will present their list to the principal and create a monthly schedule to implement their list.</p>	<p>Students will make observations of their classroom. Students will list and distinguish ways they can help others in their classroom. They will write a monthly newsletter to their parents to share ways to boost their self-esteem by helping others.</p>	<p>Students will identify and list ways they can be helpful at school and home. They will interpret how that can make them a better person. They will experience and make a connection to what it means to give rather than always to receive.</p>
<p>PreK- 3rd PO 3 Sh1'1hwiin7'9go baa 1kod7n4es8[. I will recognize self-respect.</p>				

	K	Pre-K
	Students will identify, distinguish, and illustrate what makes them happy at home and at school. They will create two booklets to show each one.	Students will recognize and identify what makes them happy at home and school. Student will share with peers through show and tell.

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

Standard: K'4 hwiinidzin d00 1d1hozd7zin bee had7n7sht'4e doolee[7g77b0hwiideesh'11].

I will develop and apply critical thinking to establish relationships with the environment.

Concept 1:

PreK-12th K'4zhn7dzin doolee[.

I will express critical thinking to establish relationships with the environment.

Performance Objective 4	12	11	10	9
<p>9th-12th PO 4 Naash11g00 dlohodishch7bee adaa'1h1shy32 doolee[. I will express and show cognizant of appropriate teasing.</p>	<p>Students will interview elderly and research the importance of culturally appropriate teasing. Students will explain the importance to peers and share examples through role playing. Students will compare and contrast Western types of teasing with Navajo cultural teasing.</p>	<p>Students will interview elderly and research the importance of culturally appropriate teasing. Students will explain the importance to peers and share examples through role playing. Students will compare and contrast Western types of teasing with Navajo cultural teasing.</p>	<p>Students will interview elderly and research the importance of culturally appropriate teasing. Students will explain the importance to peers and share examples through role playing.</p>	<p>Students will interview elderly and research the importance of culturally appropriate teasing. Students will explain the importance to peers and share examples through role playing.</p>

<p>7th-8th PO 4 Bi[k44hasht'7nii bi[dlohodishch7 doolee[. I will display appropriate teasing with my community members.</p> <p>4th-6th PO 4 Shik'47 bi[dlohodishch7go shi[b44h0zin doolee[. I will practice appropriate teasing with my relatives.</p> <p>PreK- 3rd PO 4 Dlohodich7baa 1konsin doolee[. I will recognize appropriate teasing.</p>	8	7	6	5
	<p>Students will interview elderly and research the importance of culturally appropriate teasing. Students will explain the importance to peers and share examples through role playing. Students will research the differences between teasing and bullying. Students will present to peers and teach local elementary students.</p>	<p>Students will interview elderly and research the importance of culturally appropriate teasing. Students will explain the importance to peers and share examples through role playing.</p>	<p>Students will participate in activities to understand the difference between mean teasing and friendly teasing by exploring individuals in a variety of settings. Discuss the appropriate responses to mean or friendly teasing.</p>	<p>Students will plan, organize, and conduct a debate or panel discussion to discuss the following; 1. Why is it helpful to understand the difference between mean and friendly teasing? 2. How can you check yourself to make sure your teasing is done in a friendly manner? 3. What can you do when someone is teasing you in a friendly way? 4. What is they are teasing you in a mean way what can you do? 5. When is it ok for you to tease someone? Students will report and evaluate the panel discussion.</p>
	4	3	2	1
	<p>Students will interpret and distinguish self-evaluations of their reactions and responses to the following scenarios. Students will write the four responses and reactions in a journal. -If someone teases you in a friendly way, laugh along</p>	<p>Students will compare and contrast the differences of types of teasing. Students will identify and recognize the difference between inappropriate and appropriate teasing.</p>	<p>Student will identify and recognize types of teasing that promotes bullying. Students will describe cause and effects of teasing.</p>	<p>Students will recognize and identify how inappropriate teasing makes them feel. Students will recognize ways not to promote or encourage negative types of teasing that can emotionally hurt peers.</p>

	<p>to show that you are able to laugh at yourself.</p> <p>If someone teases you in a friendly way, you may tease the person back in a friendly way.</p> <p>If someone teases you in a mean way, completely ignore and do not look like you are upset.</p> <p>If someone teases you in a mean way, you may say, "You are putting me down. I don't like that. I want you to stop!"</p>			
	K		Pre-K	
	<p>Student will recognize and identify what makes them laugh. Student will illustrate or find pictures in magazines and newspapers of things they distinguish as funny. They will collect and display pictures on a poster and tell why they feel their selections are funny.</p>		<p>Students will read comical picture books and recognize the comedy in the story to promote laughing. Student will recognize ways that make them laugh.</p>	