

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

Standard: **K’4 hwiinidzin d00 1d1hozd7zin bee had7n7sht’4e doolee[777b0hwiideesh’11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 3:

PreK-12th **! di[nishdl9doolee].**
 I will have self-respect.

Performance Objective 1	12	11	10	9
9th-12th PO 1 Y1go saad bee y1shti’ doolee]. I will speak honorable words.	Student will prove why our language is sacred and powerful by researching the cultural stories of our language. Student will synthesize the power of our language by practicing the language every day through situational Navajo. Students will assess their Navajo language speaking by organizing four skits to perform for community, peers, and local elementary students.	Student will research the history of our written Navajo language. Student will share with peers, family, and community through a media presentation.	Student will research other Native American code talkers and summarize how they have been significant for their contribution to our Nation. Share with peers through a media presentation and share with local elementary students.	Students will research the history of the Navajo Code Talkers. Students will apply concepts to formulate student perspective on the significance of the Code Talkers.

<p>7th-8th PO 1 K'4 saad choosh'ḡdoolee[. I will address others using appropriate kinship terms.</p> <p>4th-6th PO 1 Saad bee 1daa'1h0hwiinidzin ḡ77 bee y1shti' doolee[. I will speak words that reflect my good character.</p> <hr/> <p>PreK- 3rd PO 1 Saad y1'1daat'4h ḡ77 shi[b44h0zin doolee[. I will identify respectful terms.</p>	8	7	6	5
	<p>Student will use color clan chart to identify kinship relation with peers and teachers. Student will differentiate rules and patterns to comprehend kinship terms according to mother's, father's, maternal, and paternal grandparent's clans and sub clan groups. Student will organize a chart to recall and recite kinship terms with peers and teachers.</p>	<p>Student will research rules of kinship terms beyond immediate family. (cousins from sisters cousins from brother and sister, great grandparents, great aunt and uncle, etc.,) Students will create a digital kinship mapping to show kinship terms using icons.</p>	<p>Students will plan and organize a peer-tutoring program for primary grades to help with homework, read-alouds, and comprehension skills in core subjects. Students will show plan to principal and create a partnership with the principal.</p>	<p>Students will organize teaching one trait of good character each month, with bulletin boards, writing assignments, and morning announcements. Students may pen slogans about the trait of the month. Students will plan with the librarian to find a special section of the library to be designed to offer students easy access to the biographies and other stories of people who exemplify the best of each trait.</p>
	4	3	2	1
	<p>Student will research and identify the 6 Pillars of Character from Western thought and research and identify some Diné Character education and use a Venn Diagram to compare and contrast both.</p>	<p>Student will organize a field trip to make observations in various parts of the community and identify random acts of respect among our people. This project will be replicated for their schools. Student will document through writing and share with peers.</p>	<p>Student will investigate ways to find words in Navajo that identify respect. Students will share a Navajo word of the week using Navajo words of respect.</p>	<p>Student will identify and describe ways to be respectful. Student will role play to show comprehension of respect. Student will find and identify pictures that show respect. Students will cut out those pictures and create a booklet that is titled, Shi[il9</p>

	K	Pre-K
	Students will identify and list manners for the classroom, cafeteria, and social interaction. Class will create reminder posters that will be placed in the classroom and review on a daily basis.	Student will recognize manners. (saying <i>please</i> , <i>thank you's</i> , asking permission properly using <i>may I</i>)

Din4 Character Standards Scope and Sequence - Concept 3; PO 2

Standard: **K'4 hwiinidzin d00 1d1hozd7zin bee had7n7sht'4e doolee[777b0hwiideesh'11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 3:

PreK-12th **! di[nishdl9doolee].**
 I will have self-respect.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 T'11 a[tsoj8 jiinishba' doolee]. I will express my compassion and acknowledgement to all.</p>	<p>Students will research, analyze, and develop a logical argument to campaign for character education to be taught at all grade levels. Student will share information with principals and directors.</p>	<p>Students will research Navajo character traits that were created to teach morals to the younger generation. These include Coyote stories, Twin warrior stories, Separation of the Sexes, etc.,)</p>	<p>Students will create scenario cards that question character traits. They will combine the cards and role play them. As a class, students will use character traits to use as concepts to solve the problem of the scenario. Students will assess their experiment by writing a summary of three of the scenarios.</p>	<p>Students will research and create a map to show how respect relates to student's relationship with <i>oh-so-many</i>: the elderly, the authority, the younger, the environment, animals, and for various races/religions/genders, etc. Student will share examples through demonstrations.</p>

<p>7th-8th PO 2 Jiinishba' doolee[. I will show compassion.</p> <p>4th-6th PO 2 Bi[da'7h'zhta'g77 baa jiinishba' doolee[. I will show respect to my peers.</p> <p>PreK- 3rd PO 2 ! daah33h nisdzin doolee[. I will demonstrate self-respect.</p>	8	7	6	5
	<p>Student will promote character traits on a monthly basis and encourage peers to show traits through various activities.</p> <p>October Responsibility November Citizenship December Kindness January Respect February Honesty March Self-control April Tolerance May Cooperation</p>	<p>Students will identify tasks at school and community that they can volunteer to help with. Students will form partnerships with the senior citizen centers and shelters to begin their volunteer work. Students will evaluate themselves by writing about their tasks.</p>	<p>Student will research, observe, and develop a logical argument to campaign to promote and emphasize respect at the schools. Students will organize a panel to share information with peers.</p>	<p>Write an essay describing how the world would be different if more people showed respect toward one another. Students will share their writing with peers.</p>
	4	3	2	1
	<p>Student will find and cut out a newspaper or magazine article about a Navajo person who showed respect. Student will do this weekly and write a summary about what they did to demonstrate respect. Student will share their book containing acts of respect with peers.</p>	<p>Student will interview someone and ask what's one way to show respect to another person. Students will share answers and create a classroom graph to show similarities and differences in student responses. Write about their evaluation of the outcome of the responses.</p>	<p>Every day, student will make a habit to give a sincere compliment to someone. Student will create a weekly planner that will help them track their behavior. Each day student must write in their journal and explain who they gave the compliment to and describe their reaction.</p>	<p>Student will identify and make a list of people they think are respectful and explain why they added them to student list. Student will illustrate and explain why they would be a good friend.</p>
	K		Pre-K	
	<p>Find at least five pictures of people showing respect to others. Make a collage.</p>		<p>I will recognize negative influences at home and community. Student will share their feelings about observed negative influences.</p>	

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

Standard: **K’4 hwiinidzin d00 1d1hozd7zin bee had7n7sht’4e doolee[77b0hwiideesh’11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 3:

PreK-12th **! di[nishd19doolee].**
 I will have self-respect.

Performance Objective 3	12	11	10	9
9th-12th PO 3 ! ni’ n11sh-- [doolee]. I will express sympathy to others.	Students will brainstorm ways to raise awareness about hunger in their local communities. Students will imagine being super hungry and not having any food in the house! Students will organize a project to collect canned food or other nonperishable food to donate to identified students and their families or peers. Students will challenge other schools to implement similar projects.	Divide the class into small groups. Have each group develop a list of do's and don'ts for caring behavior. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines. What happens when they don't? In what ways do caring and uncaring behavior affect our community and society?	Develop logical solutions for the following writing topic. Imagine that you have just inherited \$20,000, and you want to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping? Student will recite and share their essay with peers.	Discuss character and personality and use a T-chart to examine the fundamental differences between the two. Students will cite evidence to develop a logical argument to why it is imperative to teach our young adults, especially as they mature and become more independent, how to develop positive character within themselves and recognize positive character in others.

<p>7th-8th PO 3 T'11 ajtsoj8sh1 1hwii]t'98doolee[. I will practice courtesy to others.</p> <p>4th-6th PO 3 Bi[da'7h7hta'7g77 bich'8sh1 1hwii]t'98 doolee[. I will cooperate with my peers.</p> <p>PreK- 3rd PO 3 Sh1'1hwiiin7'98 doolee[. I will demonstrate and express kindness.</p>	8	7	6	5
	<p>Students will distinguish the importance of accepting the positive characteristics in themselves and others, that everyone is unique, and everyone owns the right to be respected as a human being regardless of their external inherent differences. Student will choose a peer and interview them. Student will create a collage poster about their interviewee and present them the way he/she should be respected.</p>	<p>Student will formulate a conclusion to prove that asking is a way to respect the private belongings and conversations of others. Students will also recognize and identify when to seek permission if they need to enter a private area. Students will distinguish that to know in advance, is to be safe.</p>	<p>Student focus will be interpreting why it's important for children to have respect for authority figures. Students will create and work through two scenarios which will help them predict two different outcomes: -One where a child is in a situation where he listens to and respects an adult figure, which results in a positive outcome. -One where the same child is faced with the same situation but disrespects the adult figure, which results in a negative outcome.</p>	<p>Student will identify and list good and bad character traits and identify the behavior that causes them. Students will use a flowchart to show cause and effect that will help them to see how the behavior shapes their overall personality and character. Student will show examples of good and bad character traits by integrating cartoon clips that have characters whose behaviors demonstrate good and bad character traits.</p>
	4	3	2	1
	<p>Student will read the picture book <i>How Leo Learned to be King</i> to Kindergarten and First grade students. Students will help Kindergartners and First Graders to identify and define what makes them a better person. Student will help primary students to make a</p>	<p>Teacher will challenge students to choose 5 people they can help in some way on a monthly basis. For example, they may choose to play with someone new, help an elderly, say thank-you to the lunchroom workers, etc. Students will challenge peers at their</p>	<p>Students will use a template to fill in the blanks with facts such as age or favorite things. At the end of the week, pull a card from your stack. Have every child stand in the room. Without reading the child's name, say 1 line at a time. If the sentence applies to them, they remain standing. If it</p>	<p>Students will identify people they appreciate. Students will write thank you letters and create thank you cards to let the fire department, police department, school custodian, librarian, and principal know how much they appreciate them!</p>

	collage showing how they can be a better person.	school to do something nice every day.	doesn't, then that child sits down. The children standing will decrease as each line is read, until 1 child remains. Students will not only learn more about their fellow friends, but will also see how much they really do have in common.	
	K		Pre-K	
	Students will recognize that respect must also be shown to the environment. Students will identify specific ways care and concern can be shown for planet Earth.	Student will show acts of kindness such as sharing and saying please and thank you's.		

Din4 Character Standards Scope and Sequence - Concept 3; PO 4

Standard: **K’4 hwiinidzin d00 1d1hozd7zin bee had7h3ht’4e doolee[77b0hwiideesh’11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 3:

PreK-12th **! di[nishdl9doolee].**
 I will have self-respect.

Performance Objective 4	12	11	10	9
<p>9th-12th PO 4 Shinits4kees 1niid 1n11shdl7[go beech1nah nishl9doolee]. I will practice ways to seek guidance and counsel.</p>	<p>Student will analyze and write an essay on how they feel when they see someone who’s not willing to stand up for his/her beliefs. Student will also recall a time they have taken a stand that was unpopular and had to pay the price. Student will recall and answer the following questions;</p> <p>What did you do? What was the outcome? How did you feel afterwards? What did you learn from the experience?</p>	<p>Students will role play some typical situations in which a group of people try to put pressure on one person to do something that is against his/her principles. Do this several times with different outcomes, such as caving into the group’s pressure, or gain the courage to stand up for what you believe. After the improvisation, discuss what you learned from this. Did you discover anything about group dynamics that you can use if you are ever in a similar situation?</p>	<p>Student will recall a time when they've taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of them. Student will describe the situation in detail and address the following questions; What was unfair about it? How did it make you feel? What did you learn from the experience?</p>	<p>Students will research or use background knowledge to describe an unfair situation in their community and investigate what they think should be done about it. Students will share their conclusions.</p>

<p>7th-8th PO 4 Doo shZh3'78da doolee[. I will demonstrate ways not be tempermental.</p> <p>4th-6th PO 4 ! d711h d00 4'4ts'7bits'22 1n8ht'4e doolee[. I will refrain from bullying.</p> <p>PreK- 3rd PO 4 Saad bee ajooba' 77bee y1shti' doolee[. I will speak kindly to others.</p>	8	7	6	5
	<p>Students will acquire information about tolerance through research. Students will imagine they are the president of the United States. The president has decided to offer a formal apology to the Native Americans for their suffering students will write a speech to be delivered in front of an audience that includes the survivors.</p>	<p>Students will acquire information about tolerance through research. Students will create "The Different Colors of Beauty" digital presentation. The overall goal is to increase the awareness of students to develop appreciation of their racial or ethnic identities in a safe and open classroom environment, while being conscious of our multicultural, diverse world.</p>	<p>Students will bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Students will identify and discuss who is acting respectfully, and who is acting disrespectfully in these situations. Using the articles as evidence, create a flow chart that tells the class about the consequences of disrespectful and respectful behaviors.</p>	<p>Students will role play some typical situations in which disrespectful behavior leads to hostility and maybe even violence. Then, change one of the disrespectful actions into one of respect and see how the outcome changes.</p>
	4	3	2	1
	<p>Students will plan and conduct a survey in your school or community, asking questions like these. Do you think people are respectful enough? What are some disrespectful acts that really annoy you? What are some respectful acts that you especially appreciate? Compile the results into a report.</p>	<p>Students will recognize how great efforts from their parents, teachers, friends and family have affected them. Students will identify one person who they see as a positive role model. Students will write a Thank you speech to recite to the person and create a unique award.</p>	<p>Students will infer and interpret how they feel when people show that they really care about them and how they feel when they do something really caring for someone else. Student will write their responses in their journal and recite and share with peers.</p>	<p>Students will identify positive characteristics in others. Students will pick a name from a cup and student will write a positive adjective about the person on each petal of the paper flower. Then in the center write the name of the person. They present the flower to the person. Students will talk about how it feels to receive compliments and to give compliments.</p>

	K	Pre-K
	<p>Students will combine art, reading, and character education with ideas based on "The Rainbow Fish" by Marcus Pfister.</p> <p>Read The Rainbow Fish. After reading, discuss what it means to be a good friend. Then give each student a piece of construction paper and a small piece of aluminum foil. Have each one draw their fish and cut out. Then have them cut out small "scales" from the aluminum foil and glue onto their fish. Next have your students write different characteristics on their fish of traits that a "good friend" has. Some examples may include: "helpful", "kind", "considerate", or "honest". Post the fish on a bulletin board that reads, "Fishin' for Good Friends".</p>	<p>Students will recognize and identify kind words. Teacher will write words on paper and place them around the room. Students will review words on a daily basis.</p>