

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

Standard: **Din4 bibee nahaz'1anii ! ts4 Sil47baa 1konisin doolee[.**
 I will understand and apply the Navajo Nation Laws (Traditional Law, Customary Law, Natural Law and Common Law)

Concept 1: **Ha'a'aah – Nits1h1kees – Executive Branch**

PreK-3rd **Diyin Dine'4 bits31d66' bee haz'1anii – Din4 Traditional Law: Din4 bi beehaz'1anii shi[b44 h0zin doolee[.**
 I will recognize the Din4 traditional Law.

4th-6th **Diyin Bits'33d66' bee haz'1anii – Din4 Traditional Law: Diyin Dine'4 bits'33d66' bibee haz'1anii choosh'9doolee[.**
 I will apply the Din4 traditional law by formulating ideas.

7th -8th **Diyin Dine'4 Bits'11d66' bee haz'1anii – Din4 Traditional Law: Diyin Dine'4 bits'11d66' bi beehaz'1anii bik'ehgo da'7h7h7g77naashkaah d00 baa n1h1shne' doolee[.**
 I will examine and critique each Din4 Traditional Law (Executive, Legislative, Judicial and Security Branches).

9th-12th **Diyin Dine'4 Bits'33d66' bee haz'1anii – Din4 Traditional Law: Diyin Dine'4 bits'33d66' bibee haz'1anii choosh'9doolee[.**
 I will apply the Din4 traditional law by formulating ideas.

Performance Objective 1	12	11	10	9
9th-12th PO 1 Din4 bibeehaz'1anii bitsil1dei bee da'7h7h7g77 binahj81lyaa'g77 baa n1h1shne' doolee[. I will analyze the duties of the executive branch and its relationship to the state government.	Demonstrate and apply in written and oral form the rules of order by compare and contrast of Diné and state executive branch.	Interpret and critique the different roles of individual responsibilities and task assignments in establishing a cohesive systems map between Diné and state executive branch.	Develop and explain the significance of both Diné and state executive branch by formulating ideas about the purpose with claims and evidence.	Research and Outline the Diné and state executive branch by summarizing in your own words how they are similar and different.

<p>7th-8th PO 1 Bee haz'1anii bil 'oonishj7 biyaad00 naakits'1adah 'a]'aan da'7h3h77shil b44h0zin dooleel. I will name and identify the 12 divisions-standing committees.</p>	8	7	6	5
	Name 12 out of 12 divisions and explain in writing and verbal the roles and responsibilities extended to the Diné Nation.	Name 9 out of 12 divisions and interpret their roles and responsibilities by listing how each department contributes to your community, school, and family.	Outline with details the chain of command of tribal and state leadership roles and responsibilities for departments that are similar between tribal and state.	Explore and Translate the make-up of systems at the tribal and state leadership by outlining their purpose from past to current events.
	4	3	2	1
	<p>4th-6th PO 1—Nitsaa hadahwiisdzog00 binaat'1anii d00 Din4 bik4yah binaat'1anii binaanish a h22h naashnil dooleel. I will outline the structure of the state and tribal leadership.</p>	Identify and organize the state and tribal leadership system by categorizing similarities and differences and describe how each leadership helps communities.	Research, identify 3 or more Navajo Nation presidents (current to past) and define the presidential platform of goals and objectives each president, along with vice president stood for during their campaign.	Name and Identify the current Navajo Nation President and Vice-President by name, clans, location of home and office.
<p>PreK- 3rd PO 1—Ts4gh1hoodzan7li Din4 binanit'a'7al32j8 dah sik4hig77baa 1konisin dooleel. I will identify the Navajo Nation President and Vice President.</p>	K		Pre-K	
	Recall and repeat name of current Navajo Nation President and Vice-President by show and tell using pictorials of leaders.		Repeat name of current Navajo Nation President and Vice-President by showing pictorials of leaders.	

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

- Standard:** **Din4 bibee nahaz'1anii ! ts4 Sil47baa 1konisin doolee[.**
I will understand and apply the Navajo Nation Laws (Traditional Law, Customary Law, Natural Law and Common Law)
- Concept 1:** **Ha'a'aah – Nits1h1kees – Executive Branch**
- PreK-3rd** **Diyin Dine'4 bits31d66' bee haz'1anii – Din4 Traditional Law: Din4 bi beehaz'1anii shi[b44 h0zin doolee[.**
I will recognize the Din4 traditional Law.
- 4th-6th** **Diyin Bits'33d66' bee haz'1anii – Din4 Traditional Law: Diyin Dine'4 bits'33d66' bibee haz'1anii choosh'9doolee[.**
I will apply the Din4 traditional law by formulating ideas.
- 7th -8th** **Diyin Dine'4 Bits'11d66' bee haz'1anii – Din4 Traditional Law: Diyin Dine'4 bits'11d66' bi beehaz'1anii bik'ehgo da' h7sh7naashkaah d00 baa n1h1shne' doolee[.**
I will examine and critique each Din4 Traditional Law (Executive, Legislative, Judicial and Security Branches).
- 9th-12th** **Diyin Dine'4 Bits'33d66' bee haz'1anii – Din4 Traditional Law: Diyin Dine'4 bits'33d66' bibee haz'1anii choosh'9doolee[.**
I will apply the Din4 traditional law by formulating ideas.

Performance Objective 2	12	11	10	9
<p>9th, 12th PO 2 Din4 bibeehaz'1anii bitsil1dei bee da' h7sh7naashkaah 1lyaa7g7a[k44' nideeshni[. I will design a timeline of historical events in the making of the Executive Branch.</p>	<p>Capture and analyze, verbally, and in writing by capitalizing the present and past historical events of the Executive Branch timeline.</p>	<p>Draw conclusions with reasoning by supporting with claims and evidence why each event occurred in the making of the Executive Branch timeline.</p>	<p>Brainstorm, design, and predict the different systems that might occur in the next decade based on the knowledge of today's current events on the making of a new timeline for the Executive Branch.</p>	<p>Research, Analyze, and Synthesize the main events of the inception of Executive Branch timeline.</p>

<p>7th-8th PO 2 ! shd[a' b7' nil7g77a]' 22 da'iinish7g77shi b44h0zin doolee . I will identify the (five) 5 subdivisions.</p>	8	7	6	5
	Identify 5 out of 5 subdivisions and explain in writing and verbal the roles, responsibilities, and establishments.	Name 3 out of 5 subdivisions and interpret their roles and responsibilities by listing how each department contributes to your community, school, and family.	Explain in writing and verbal about the specific policies addressed at the state governor and Navajo Nation president's level by compare and contrast.	List and explain the common practices of policies that govern the New Mexico and Navajo Nation by from the Governor and Navajo Nation President's office.
<p>4th-6th PO 2 Bee haz'1anii bee da'7n7h7g77a] 'aan 1t'4h7g77 shi b44h0zin doolee . I will explain the difference between the state governor and Navajo Nation president's policies.</p>	4	3	2	1
	Research and Classify the state governor and Navajo Nation president's policies by categorizing what you already know, what you didn't know, and what you learned?	Outline the chain of command for Executive Branch by using headers, subheadings, and descriptions of roles and responsibilities.	Discuss some rules and responsibilities adhered by the Executive Branch through role play and model.	Recognize Executive Branch by pictorials or videos for drawing purpose and conclusions.
<p>PreK- 3rd PO 2 Ade7hooghan baa 1konisin doolee . I will recognize the executive branch.</p>	K		Pre-K	
	Define and apply school and classroom rules to recognize purpose of rules and regulations as it is addressed in executive branch.		Practice and apply classroom rules to acknowledge the purpose of executive branch.	

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

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I will understand and apply the Navajo Nation Laws (Traditional Law, Customary Law, Natural Law and Common Law)
- Concept 1:** **Ha’a’aaah – Nits1h1kees – Executive Branch**
- PreK-3rd** **Diyin Dine’4 bits31d66’ bee haz’1anii – Din4 Traditional Law: Din4 bi beehaz’1anii shi[b44 h0zin doolee[.**
I will recognize the Din4 traditional Law.
- 4th-6th** **Diyin Bits’33d66’ bee haz’1anii – Din4 Traditional Law: Diyin Dine’4 bits’33d66’ bibee haz’1anii choosh’9doolee[.**
I will apply the Din4 traditional law by formulating ideas.
- 7th -8th** **Diyin Dine’4 Bits’11d66’ bee haz’1anii – Din4 Traditional Law: Diyin Dine’4 bits’11d66’ bi beehaz’1anii bik’ehgo da’ 77naashkaah d00 baa n1h1shne’ doolee[.**
I will examine and critique each Din4 Traditional Law (Executive, Legislative, Judicial and Security Branches).
- 9th-12th** **Diyin Dine’4 Bits’33d66’ bee haz’1anii – Din4 Traditional Law: Diyin Dine’4 bits’33d66’ bibee haz’1anii choosh’9doolee[.**
I will apply the Din4 traditional law by formulating ideas.

Performance Objective 3	12	11	10	9
<p>9th, 12th PO 3 Naanish bi[nahaz’33g00 a[’aan 1t’4ego bee da’ 77naashkaah hashne’ doolee[. I will describe the purpose of each department.</p>	Construct a written and verbal report that highlights the rationale for Executive Branch at the Navajo Nation.	Describe the subcategories or topics that illustrate the purpose for Executive Branch at the Navajo Nation.	Describe the elements and purposes that make-up the Executive Branch at the Navajo Nation.	Describe Executive Branch in your own words after reading about the purpose.

<p>7th-8th PO 3 Bee haz'1anii bil 'oonishj7biniy4 bil haz'1n'g7baa nahashne' dooleel. I will describe the purpose of at least one division.</p>	8	7	6	5
	Describe with critical views and supporting evidence about two or more divisions that are affiliated with Executive Branch.	Describe with critical views and supporting evidence about one division that are affiliated with Executive Branch.	Name and explain specific duties of the State Governor and Navajo Nation President by compare and contrast.	Explore, Report, and Discuss the specific duties of the State Governor and Navajo Nation President by listing using a T-chart.
<p>4th-6th PO 3 Naat'1anii y1 44h0zinii shi[b44h0zin dooleel. I will identify the attributes of a good Navajo leader.</p>	4	3	2	1
	Name the duties with specific assignments of the State Governor and Navajo Nation President.	Share a list of characteristics that you find in great leaders on the Navajo Nation.	Brainstorm and mind map the characteristics of good leaders in the classroom.	Distinguish between good and bad classroom leaders.
<p>PreK- 3rd PO.3 Naat'1anii ba'ah0dl7nii yee 1t'4h'g77 baa 1konisin dooleel. I will recognize the characteristics of a respectful leader.</p>	K		Pre-K	
	Show and tell good and bad leaders using pictorials.		Identify good behavior in the classroom to assign classroom leader.	

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

- Standard:** **Din4 bibee nahaz’1anii ! ts4 Sil47baa 1konisin doolee[.**
I will understand and apply the Navajo Nation Laws (Traditional Law, Customary Law, Natural Law and Common Law)
- Concept 1:** **Ha’a’aaah – Nits1h1kees – Executive Branch**
- PreK-3rd** **Diyin Dine’4 bits31d66’ bee haz’1anii – Din4 Traditional Law: Din4 bi beehaz’1anii shi[b44 h0zin doolee[.**
I will recognize the Din4 traditional Law.
- 4th-6th** **Diyin Bits’33d66’ bee haz’1anii – Din4 Traditional Law: Diyin Dine’4 bits’33d66’ bibee haz’1anii choosh’9doolee[.**
I will apply the Din4 traditional law by formulating ideas.
- 7th -8th** **Diyin Dine’4 Bits’11d66’ bee haz’1anii – Din4 Traditional Law: Diyin Dine’4 bits’11d66’ bi beehaz’1anii bik’ehgo da’ 7h7g7naashkaah d00 baa n1h1shne’ doolee[.**
I will examine and critique each Din4 Traditional Law (Executive, Legislative, Judicial and Security Branches).
- 9th-12th** **Diyin Dine’4 Bits’33d66’ bee haz’1anii – Din4 Traditional Law: Diyin Dine’4 bits’33d66’ bibee haz’1anii choosh’9doolee[.**
I will apply the Din4 traditional law by formulating ideas.

Performance Objective 4	12	11	10	9
9th-12th PO 4 Bee haz’1anii bi[oonishj7a[ts’1 n’laasdzooy’g7747bee na’nishtin doolee[. I will create and present the responsibilities of at least one department program.	Create and present in written and oral presentation one or more of the Navajo Nation department by illustrating the benefits for Navajo people, school, and community.	Create a report to focus on one or more responsibilities of one department program.	Label the characteristics of one or more of the department program by using mind map or webbing.	Identify and briefly describe the different programs available with the roles and responsibilities.

<p>7th-8th PO 4 Bee haz'1anii bi 'oonishj7 'a[ts'1n7laasdzoo7g77 biniy4bi haz'2n7g77baa n1h1shn4' doolee]. I will describe the purpose of at least one subdivision.</p> <p>4th-6th PO 4 Naat'1anii binaanish 7l'7nigii bitaa' 7h7h77doolee]. I will name the duties of the State Governor and Navajo Nation President.</p> <p>PreK- 3rd PO 4 Adei7hooghan binaanish a['aan '1t'4ego 7l'7n7g77baa 1konisin doolee]. I will recognize the duties of the executive branch.</p>	8	7	6	5
	Describe with critical views and supporting evidence about one or more subdivisions and its effect on the Navajo Government, Navajo People, and communities.	Describe with critical views and supporting evidence about one subdivision and its effect on the Navajo Government.	Compare and contrast the duties of the State Governor and Navajo Nation President for its purposes.	Categorize the priorities and purposes of duties employed by the State Governor and Navajo Nation President.
	4	3	2	1
	Name and introduce the duties of the State Governor and Navajo Nation President by reasoning.	Present in writing and oral by sharing the different parts of executive branch with supporting details and evidence.	Discuss the purpose for duties in classroom setting by annotating executive branch purpose.	Recognize and retell the duties of the executive branch by illustrating pictorially about home and school life.
	K		Pre-K	
	Demonstrate rules in the classroom as part of classroom management to inform boundaries and consequences.		Demonstrate rules in the classroom as part of classroom management to inform boundaries and consequences.	

