

Diné Culture Standards Scope and Sequence - Concept 1; PO 1

Standard: **K’4 d00 nits1h1kees d00 nahat’1 n11sg00 iin1 siih hasingo 1dooln7.**
I will develop an understanding of Diné way of life.

Concept 1: **Nits1h1kees**

PreK-6th **Shints1h1kees shi[nil9go bee ’1daa’1konisdzin doolee].**
I will acknowledge and value my thoughts and personality.

7th-12th **Shints1h1kees bee ’1di[nishdl9d00 bee ’1daa’1konisdzin doolee].**
I will recognize and value my thoughts and personality.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 She’iina’ baa’ 1koniiz9g77bee 1di[nishdl9d00 bee ’1n’3ht’4e doolee]. I will apply and practice what I have learned about self-respect and awareness.</p>	<p>Apply information and experience gained from home and school by developing a career and/or college plan. Plan will include skills needed to carry out student plan and create a proposal to present to peers.</p>	<p>Use concepts of life skills learned by experimenting through practice-solving non-routine problems and critiquing the experiment to create an improvement and goals plan.</p>	<p>Through research, develop and create a media presentation to show life skills all teens should have before graduating from high school.</p>	<p>Brainstorm, list, and organize life skills needed for post-secondary paths Research and explain why each is important by doing partner presentations.</p>

<p>7th-8th PO 1 Has[32gi '1k1'an1shwo'go bee '1di nishdl98doolee . I will engage in activities that will increase my sense of self-worth.</p> <p>4th-6th PO 1 Din4 be'4'ool'8 b0hoosh'aahgo binahj8 1di nishdl98doolee . I will develop my cultural knowledge to build self-worth.</p> <p>PreK- 3rd PO 1 Shits'7& baa' 1h1shy32go 1di nishdl98 doolee . I will take care of myself.</p>	8	7	6	5
	Discuss and identify local places and businesses that will appreciate and respect Diné language and culture and develop a partnership plan to collaborate ways to emphasize the pride and value of both.	Brainstorm, list, and create a media presentation to show ways each will and continue to increase their sense of self-worth and how that contributes to school, family, community, and nation. Show presentation to elementary students to increase awareness of ways to increase their self-worth.	Identify different types of cultural respect in all settings. Distinguish and organize types by creating a concept web and explain the types.	Brainstorm, list, and define western and Diné male and female roles in the home, school, community and nation. Create compare/contrast chart for Western and Diné roles and present findings.
	4	3	2	1
	Write a list of ways you respect and take care of your body. Present and demonstrate to lower grades.	Brainstorm, identify, and list goals for self, family, school, community, and nation. Distinguish and explain how goals will categorize as personal or professional.	Identify and explain ways to take care of your body physically, mentally, emotionally, and spiritually using Diné paradigm. Create a poster-board presentation for family and peers.	Understand self-identity by acknowledging clans and home location by establishing a family tree to show family and place lineage that contributes to self-identity.
	K		Pre-K	
	Recognize, identify, and name parents, grandparents, and siblings by creating a family tree. Interpret kinship using the family tree.		Recognize and become aware of school, home, community surroundings and rules.	

Diné Culture Standards Scope and Sequence - Concept 1; PO 2

Standard: **K’4 d00 nits1h1kees d00 nahat’1 n11sg00 iin1 siih hasingo 1dooln7.**
I will develop an understanding of Diné way of life.

Concept 1: **Nits1h1kees**

PreK-6th **Shints1h1kees shi[nil9go bee ’1daa’1konisdzin doolee].**
I will acknowledge and value my thoughts and personality.

7th-12th **Shints1h1kees bee ’1di[nishdl9d00 bee ’1daa’1konisdzin doolee].**
I will recognize and value my thoughts and personality.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 Y0d7sh7d44t’I’7g7 baa’1h1shy33 d00 binahj8 na’nishtin doolee]. I will care for my belongings and teach accordingly.</p>	<p>Research ways to show responsibility in real-world situations for self (money management, credit, time management, mortgage, automobile care, insurance, career and school responsibilities, etc.). Apply concepts and create a forum of people representing each entity to show, explain, and demonstrate their programs.</p>	<p>Research ways and reasons why belongings are valuable (cell phones, MP3’s, clothing, tablets, laptops, textbooks, home, etc.). Make observations, infer, and explain what happens when belongings are taken care of. Create a media presentation to teach peers, and schools about how to take care of belongings and explain and show their role as a responsible teen.</p>	<p>Define responsibility and interpret ways to be responsible for belongings of self, family, school, community, and nation. Develop a matrix to organize interpretation and share with classmates.</p>	<p>List items and belongings that have meaning and significance. Explain how each is valuable. Explain, show, and demonstrate how each item or belonging is cared for.</p>

<p>7th-8th PO 2 Y0d7naaly4h4 sh7l44t'I'7g77shi nil9d00 baa hane' shi b44h0zin doolee . I will show responsibility by knowing the stories related to my belongings.</p> <p>4th-6th PO 2 Y0d7'a[taas'47 choosh'7h77baa h33h nisin d00 baa'1h1shy32 doolee . I will organize and keep track of my personal belongings.</p> <p>PreK- 3rd PO 2 Y0d7'a[taas'47 choosh'7h77baa h33h nisin doolee . I will describe the value of things that I use.</p>	8	7	6	5
	Identify, collect, and display cultural items that are considered personal belongings. Interview elders and research reasons why and how to care for those items. Explain and show presentation to peers, schools, family, and community.	List personal items and belongings that have meaning and significance. Explain how and why each is valuable. Share with peers.	Interview a professional organizer and create a presentation to show and demonstrate information to peers, school, and family on how to organize personal, home, and school items.	Brainstorm and list how to organize and take care of personal belongings at home (different types of clothing in drawers, closet, containers, dishes, utensils, pots/pans, linens, tools, etc.). Create a matrix to show how each is organized.
	4	3	2	1
	Brainstorm and list how to organize and take care of personal belongings at school (school supplies in containers, lockers, textbooks, school bags. Classroom supplies, and items, etc.).	Formulate questions to interview an elder or grandparents and report how they take care of their personal items. Report by showing peers with photos.	Create and use a KWL chart to infer what the cause and effects would be if one does not take care of personal items at school and home. Then research to find facts to prove inferences were correct/incorrect Share with peers and lower grades.	Develop a matrix that show their personal items and tell how they are taken care of. In small groups, explain to group members how to take care of personal items.
	K		Pre-K	
	Identify and list ways to take care of classroom items and school supplies by creating a job chart to show individual responsibility.		Recognize how to take care of classroom items and school supplies by cleaning up properly.	

Diné Culture Standards Scope and Sequence - Concept 1; PO 3

Standard: **K'4 d00 nits1h1kees d00 nahat'1 n11sg00 iin1 siih hasingo 1dooln7l.**
I will develop an understanding of Diné way of life.

Concept 1: **Nits1h1kees**

PreK-6th **Shints1h1kees shi[nil9go bee '1daa'1konisdzin doolee].**
I will acknowledge and value my thoughts and personality.

7th-12th **Shints1h1kees bee '1di[nishdl9d00 bee '1daa'1konisdzin doolee].**
I will recognize and value my thoughts and personality.

Performance Objective 3	12	11	10	9
<p>9th-12th PO 3 Nit['iz a[taas'47 baa hane' d00 b7l44t'i'7g7baa hashne' doolee]. I will present and explain cultural items and jewelry.</p>	<p>Find and collect any family cultural items and jewelry. Interview a family member about the history and significance of their family cultural valuables. Write about the significance and importance of carrying on the stories of the valuables and how to preserve that for the family so it will be retold from generation to generation. Create a media presentation to share the information with peers and family. Create a book for the family.</p>	<p>Research and use a graphic organizer to compare and contrast between Navajo and other Indigenous groups (Pueblos, Ute, neighboring tribes) on how they use cultural artifacts and jewelry and to compare and contrast the significant meanings (i.e., sacred stones, protections, self-identity, etc.,). Create an authentic report to share with peers, school, and family.</p>	<p>Recognize and identify how you value and respect your self-identity by making a collage. Create a poetry book to show and express your awareness and appreciation of others when one is dressed appropriately with cultural items and jewelry. Use photographs.</p>	<p>Use facts from research and background knowledge to compare and contrast how dress code and jewelry have changed over time. Acknowledge appropriate and inappropriate dress code with cultural items and jewelry (i.e., male and female roles, customs, gender orientation, etc.) Use photos to create a digital report.</p>

<p>7th-8th PO 3 Nit[‘iz a[taas’47 bina’nitin bee had7h7ht’4e doolee]. I will demonstrate proper usage of traditional attire.</p> <p>4th-6th PO 3 Nit[‘iz a[taas’47 baa’1konisin d00 baa hashne’ doolee]. I will explain the significance of my cultural possessions.</p> <p>PreK- 3rd PO 3 Nit[‘iz a[taas’47 baa’1konisin doolee]. I will recognize cultural items and jewelry.</p>	8	7	6	5
	Create, display, and demonstrate proper use and care of cultural items with knowledge base (i.e., moccasins, hair tie, baskets, stirring sticks, metate, mill stones, etc.) Show acceptance of individuality, uniqueness, and cultural preference in appearance and self-expression. Teach and present information to elementary students.	Research and use information and illustrations, photos, and drawings for a timeline to show the history of traditional attire. Create an illustration of an ideal design of a traditional attire that shows their individuality and uniqueness.	Develop a simple action research project that includes surveys and interviews for the elderly, parents, and students. Find out why they wear jewelry and explain how that contributes to their self-identity.	Articulate and explain how cultural artifacts contributes to student’s self-identity.
	4	3	2	1
	Identify, list, and collect cultural arts and crafts. Make observations and recognize the genuine compositions of cultural arts and crafts. (i.e., genuine stones, clay, types of wood, imitations, etc.,)	Identify, list, and research the many differences of various types of cultural artifacts and jewelry. Recognize and establish authenticity of cultural artifacts and jewelry as opposed to imitations.	Locate and research local artisans who sell jewelry and cultural artifacts. Survey artisans at the local flea markets, laundromats, restaurants, etc., and create a map that shows their regional, tribal, and state representations.	Identifying places where cultural items and jewelry are visible. Make connections through observations and background knowledge.
	K		Pre-K	
	Create a collage of cultural artifacts of items and jewelry using available resources (i.e., magazines, newspapers, etc.,)		Construct and create edible jewelry (i.e., noodles, pasta, cheerios, etc.,)	

Diné Culture Standards Scope and Sequence - Concept 1; PO 4

Standard: **K'4 d00 nits1h1kees d00 nahat'1 n11sg00 iin1 siih hasingo 1dooln7.**
 I will develop an understanding of Diné way of life.

Concept 1: **Nits1h1kees**

PreK-6th **Shints1h1kees shi| nil9go bee '1daa'1konisdzin doolee|.**
 I will acknowledge and value my thoughts and personality.

7th-12th **Shints1h1kees bee '1di| nishdl9d00 bee '1daa'1konisdzin doolee|.**
 I will recognize and value my thoughts and personality.

Performance Objective 4	12	11	10	9
9th-12th PO 4 J9d00 t['44' na' nitin b7lad44t' i' 7g77 be'esh'9d00 bik' ehgo naash1a doolee . I will employ rules of daytime and nighttime.	Apply time management skills by knowing the rationale behind Diné curfew and belief system for setting an example among siblings.	Practice time management skills by prioritizing daily attendance at the school setting, work study, and extra-curricular activities for college readiness	Create a personal and career oriented goal by prioritizing responsibilities with boundaries for day and night etiquettes.	Transition to prioritize time management skills from greatest to least importance for academic responsibilities and extra-curricular activities.

<p>7th-8th PO 4 J9d00 t[‘4e’ go b7lad44t’I’ 7g7baa n1h1shne’ doolee]. I will explain and retell the cultural relevance of day and night.</p>	8	7	6	5
	Self-monitor positive habits to ensure rules inside and outside the academic settings by prioritizing daily events.	Establish a daily, weekly, and monthly planner to set positive rules and habits by prioritizing agenda items for inside and outside the classroom.	Develop a personal routine pattern to follow and implement inside and outside the classroom.	Produce partnerships of all involved to organize and prioritize routine schedules for academic and extra-curricular activities.
	4	3	2	1
	Establish a daily, weekly, and monthly planner to set positive rules and habits by prioritizing agenda items for the classroom setting.	Identify, list, and interpret appropriate rules and expectations at home and school.	Generate time for homework, bed time, etc.	List Day and Nightly schedules with checklist to do list, etc.
<p>4th-6th PO 4 J9d00 t[‘44’ bi] hoolzhish7g7 bitaa’ 7n7h7 doolee]. I will identify the specific phases of the day/night.</p>	K		Pre-K	
	Chart and map daily routines with repetition		Establish daily and nightly routine with parental guidance and assistance.	
<p>PreK- 3rd PO 4 J0honaa’47d00 t[‘4honaa’47n7l7l1h7g7 shi] b44h0zin doolee]. I will identify day and night.</p>				