

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

Standard: **Din4 bibee'4'ool'8i d00 1dah00t'8i77shil nil9go 1d7i7n7ht'i' dooleel.**
 I will understand historical/factual events, people and symbols that influence my family.

Concept 3:

PreK – 3rd **Shinaag00 k44dahat'7ng77be'4'ool'8i d00 bina'nitin a[h7lad44t'i'77baa 1konisin dooleel.**
 I will recognize historical events of other people that affect my family.

4th – 6th **Nihinaag00 bits8 yizht[jizhii k44dahat'7n77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' dooleel.**
 I will compare and contrast major historical events of Diné and neighboring tribes.

7th – 12th **Nihinaag00 bits8 yizht[jizhii k44dahat'7n77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' dooleel.**
 I will analyze and interpret major historical events of Diné and neighboring tribes.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 Din4 bik4yah hane' b7lad44t'i'77[a' b7na'1d4shkidgo naashkaah dooleel. I will interview and research historical homelands.</p>	<p>Synthesize impacts from two world views/perspectives of the Navajo Long Walk on Diné people through reading, oral discussions and/or writing a research paper, and/or through persuasive argument.</p> <p>Analyze and research how textbooks from different eras portrayed the plight of Native American cultures by using various historical events and writing a research paper using MLA format.</p>	<p>Explain the significance of Canyon De Chelly by reading stories and listening to storytellers by using Cornell notes.</p> <p>View video: <u>Canyon De Chelly Through Navajo Eyes.</u></p> <p>Take a field trip to Canyon De Chelly.</p> <p>Analyze the text structure of <i><u>Navajo History through 1846 and Navajo History</u></i> by Billy Acrey. Identify and discuss literary elements.</p>	<p>Read and listen to stories on Diné'tah then locate and map Diné'tah.</p> <p>Define and Differentiate petroglyphs and pictographs by oral discussion.</p> <p>Create a physical and political map of home area and/or Navajo reservation utilizing personal symbols and key terms relevant to maps, include monuments, sacred places, etc.</p> <p>Take a field trip to Diné'tah.</p>	<p>Describe and explain the sacred sites within the Navajo Nation and explain why those sites are deemed sacred by writing and creating a booklet.</p> <p>Define and differentiate primary and secondary sources by using a concept map or other graphic organizer.</p>

		Analyze, synthesize information and draw conclusions from multiple sources by creating a thesis using a graphic organizer.		
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<p>7th-8th PO 1 Anaa' n1hoodlee[d33' biniinaa 1dah00t' 81g77] I will research and compare Athabaskan and Diné wars within the surrounding areas.</p> <p>4th-6th PO 1 Bits8 yisht[jizhii bik4yah naashkaahgo binahj8 be'iina' shil b44 h0zin doolee]. I will research the cultures and lands of other neighboring Indian tribes.</p> <p>PreK- 3rd PO 1 Shinaag00 1dah00t' 81g77baa dahane' baa 1konisin doolee]. I will identify local historical sights and events.</p>	8	7	6	5
	<p>Make connections between WW-2 and the usage of Navajo Language; to develop and understanding of the thought, feelings, and emotions they represent; and develop a sense of Diné identity and patriotism by oral discussion and/or concept map. Define and differentiate primary and secondary sources utilizing Venn Diagrams.</p>	<p>Associate the impact of the Treaty of 1868 with the Navajo Nation land through oral discussion and graphic organizer.</p> <p>Explain the reasons/purposes for monuments and memorials by oral discussion by using a concept map.</p>	<p>Differentiate historical and current relations between Diné and neighboring tribes through reading and listening to stories.</p> <p>Cite textual evidence.</p> <p>Explore/investigate how neighboring tribes have influenced one another's cultures by reading, researching, concept/semantic map and/or show and tell.</p>	<p>Identify, name, and research similarities of Native American cultures of New Mexico by creating both physical and political map (put together) and labeling all reservations.</p>
	4	3	2	1
	<p>Identify and locate neighboring tribes by using maps and naming the tribes in English and Navajo.</p>	<p>Locate, name, and explain the purpose and significance of sacred places within the community by oral discussion and concept map.</p> <p>Locate and summarize stories of the names of surrounding pinnacles/rock formations by using pictures, listening to stories, oral discussion, and map.</p>	<p>Research origins of Shiprock Fair; and name the events of the fair in English and Navajo Language with an illustration.</p> <p>Read "Songs of Shiprock Fair" by Luci Topahonso.</p>	<p>Retell and describe a short story of Tsé Bit'a' then take a field trip to the rock/pinnacle.</p>
	K		PreK	
	<p>Locate, name, and illustrate a picture of Tsé Bit'a' rock/pinnacle.</p>		<p>Recognize, identify differentiate, and name: Land, water, rock, mountain.</p>	

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

Standard: **Din4 bibee'4'ool'8' d00 1dah00t'8'1g77shil nil9go 1d7l7n7zht'i' doolee[.**
 I will understand historical/factual events, people and symbols that influence my family.

Concept 3:

PreK – 3rd **Shinaag00 k44dahat'7ng77be'4'ool'8' d00 bina'nitin a[h7lad44't'i'7g77baa 1konisin doolee[.**
 I will recognize historical events of other people that affect my family.

4th – 6th **Nihinaag00 bits8 yizht[jizhii k44dahat'7ng77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' doolee[.**
 I will compare and contrast major historical events of Diné and neighboring tribes.

7th – 12th **Nihinaag00 bits8 yizht[jizhii k44dahat'7ng77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' doolee[.**
 I will analyze and interpret major historical events of Diné and neighboring tribes.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 Washindoon hodeezl9d33' nihe'4'ool'8' d00 nihinaag00 bits8 yisht[jizhii be'iina' a[22 1dzaay7g77naashkaah doolee[. I will research how American government affected the Diné way of life and that of surrounding tribes.</p>	<p>Synthesize the impacts of Federal government policies on the Diné and other Native American tribes by contrasting two world views/perspectives through reading, oral discussions and/or writing a research paper, and/or through writing persuasive essay.</p>	<p>Analyze and research how textbooks from different eras portrayed the plight of Diné and neighboring Native American cultures by using various historical events and writing a research paper using MLA format.</p>	<p>Analyze the text structure of Navajo History through 1846 and Navajo History by Bill Acrey. Utilize a chart and/or check-off list.</p> <p>Analyze, synthesize information and draw conclusions from multiple sources by creating a thesis using a graphic calculator.</p>	<p>Compare/contrast, define bilingual and bicultural by utilizing a graphic organizer.</p> <p>Recognize, compare, and contrast American, Diné, and another neighboring tribe's culture by forming a panel to discuss views of peers.</p> <p>Compare and contrast how Diné culture and language was/is influenced by other cultures by reading, observations, interviews then report using a slide show or other technology.</p>

<p>7th-8th PO 2 (1680) yihah d00 h0shd66' Din4 dabidish1a'go baa dahane'g77shi b44 h0zin doolee[. I will identify the historical events that pertain to the 1680's captivities.</p> <p>4th-6th PO 2 A[k'id33' d00 d7shj998 1dah00t'88 g77 a h22h naashnil doolee[. I will compare Diné and a neighboring tribe's historical timeline.</p> <p>PreK- 3rd PO 2 Nihik4yah bik11' 1dah00t'88 g77 baa 1konisin doolee[. I will name regional historical and factual events.</p>	8	7	6	5
	Connect/relate the 1680 event to adopted clans in Diné clan system by listening to stories, reading, and identify adopted tribes by generating a list.	Describe and explain the cause and effect of Pueblo Revolt of 1680 by reading and listening to stories.	Compare the histories of Diné and one Pueblo tribe and Spanish by devising a timeline, oral discussion and present an oral report.	Compare the histories of Diné and Ute tribe by devising a timeline, oral discussion, and present an oral report.
	4	3	2	1
	Compare the histories of Diné and an Apache tribe by devising a timeline and present an oral report.	<p>Synthesize Annual Fair events by reading and listening to the story "Songs of Shiprock Fair" by Luci Topahonso then create a concept map.</p> <p>Describe a fair event by utilizing adjectives and verbs by writing.</p>	Compare and contrast the terms "history and past" to personal life events that occur at home or with self by oral discussions, pictures, and generating a list.	Identify and relate the term "facts/factual" to personal life events that occur at home, i.e., birthday, start of school year, etc., by oral discussions, pictures, and generating a list.
	K		PreK	
	Brainstorm events that occur in Shiprock area and generate a list.		Recognize and name Shiprock Fair by listening to stories.	

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

Standard: **Din4 bibee'4'ool'8 d00 1dah00t'81'g77shil nil9go 1d'7n'zht'i' dooleel.**
 I will understand historical/factual events, people and symbols that influence my family.

Concept 3:

PreK – 3rd **Shinaag00 k44dahat'ng77be'4'ool'8 d00 bina'nitin a[h7lad44t'i'g77baa 1konisin dooleel.**
 I will recognize historical events of other people that affect my family.

4th – 6th **Nihinaag00 bits8 yizht[jzhii k44dahat'ng77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' dooleel.**
 I will compare and contrast major historical events of Diné and neighboring tribes.

7th – 12th **Nihinaag00 bits8 yizht[jzhii k44dahat'ng77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' dooleel.**
 I will analyze and interpret major historical events of Diné and neighboring tribes.

Performance Objective 3	12	11	10	9
<p>9th-12th PO 3 Hw44ldig00 yisn11h 1daho'dilyaa y65 naaltsoos bee algha'da'deet'32go bee Din4 biwaashindoon hazl9'g77naashkaah dooleel. I will research and analyze the Treaty of 1868.</p>	<p>Compare and contrast characteristics of historical and current Navajo Leaders such as President, Vice-President, Headman, Chief, Council Delegates, etc., by using a compare contrast matrix. Take a field trip to Ft. Sumner. Explore the process of choosing a new Leader-Naat'áanii before Navajo government was established by suing cooperative activities and conduct a mock voting activity.</p>	<p>Investigating/research the impacts of each agreement/provision in Treaty of 1868; draw conclusions using different sources with evidence by writing. Explore the Navajo Nation government and create a flowchart of different offices. Explore the process of choosing anew Leader-Naat'áanii before Navajo government was established by writing an expository essay.</p>	<p>Investigate and differentiate document types by generating a list. Examine, analyze, describe the type of document, purpose, author(s) the copy of Treaty of 1868; by oral discussion, and writing.</p>	<p>Distinguish and define primary and secondary sources by using a concept map or other graphic organizer. Compare and contrast characteristics of historical and current Navajo leaders such as President, Vice-President, Headman, Chief, Council Delegates, etc., by using a compare contrast matrix.</p>

<p>7th-8th PO 3 Nahd66' 1800 d00 1899j8 hoolzhiizh y65d33' ana'7bi choda'ahiil'9n7'66'7g77 shi b44 h0zin doolee . I will identify peacetime relations with neighboring people in the 1800s.</p> <p>4th-6th PO 3 Din4 daasn11 d00 ch'44n1 yii' t1dookai7g77shi b44 h0zin doolee . I will identify the captivity and the hardship that affected Diné people.</p> <p>PreK- 3rd PO 3 Nihik4yah ashdladiin bi hahoodzoo7g77baa 1konisin doolee . I will know there are fifty states.</p>	8	7	6	5
	Interview elders and speakers about peace time relations.	Research and identify tribes refuge with Paultes, Pueblos, Hopis, Apache.	Analyze and identify the tribes that were in captivity with the Diné at Ft. Sumner by using a concept map. Describe the relationships between the other tribes and Diné at Ft. Sumner by reading and listening to stories.	Make connections of the terms “captivity and hardship” “Ch’éeená” and develop an understanding of the thought, feelings, and emotions they represent; by listening to stories and reading.
	4	3	2	1
	Distinguish, define, and name in Navajo the term “Captivity” and “Hardship” by using a Venn Diagram. Compare and contrast life on the reservation in 1800 and current by using a compare contrast matrix.	Distinguish and define Physical and Political maps by using a compare contrast matrix. Examine and study the Navajo Nation map, then create own physical and political map then label them.	Recognize, identify terms “landforms and water” by using a globe and/or construction paper cutouts. Distinguish and visualize “landforms and water” by stories and books.	Name and locate the five states surrounding N.M. by using a map or puzzle. Create a NM political map puzzle.
	K		Pre-K	
	Observe, recognize, visualize the state (NM) the child lives in by locating it on a map.		Recognize the we live in New Mexico by using kinesthetic, visual, and hands on activities. Pinpoint N.M. kinesthetically using a large map of United States.	

Diné History Standards Scope and Sequence - Concept 3; PO 4

Standard: **Diné bibee'4'ool'8 d00 1dah00t'81'g77shif nil9go 1d'77n'zht'i' dooleef.**
 I will understand historical/factual events, people and symbols that influence my family.

Concept 3:

PreK – 3rd **Shinaag00 k4dahat'7ng77be'4'ool'8 d00 bina'nitin a[h77lad44t'i'77baa 1konisin dooleef.**
 I will recognize historical events of other people that affect my family.

4th – 6th **Nihinaag00 bits8 yizht[jizhii k4dahat'7ng77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' dooleef.**
 I will compare and contrast major historical events of Diné and neighboring tribes.

7th – 12th **Nihinaag00 bits8 yizht[jizhii k4dahat'7ng77d00 shidine'4 baa hane' ah22h naashnilgo baa hashne' dooleef.**
 I will analyze and interpret major historical events of Diné and neighboring tribes.

Performance Objective 4	12	11	10	9
9th-12th PO 4 Diné nidaazbaa'77 baa hane' b'na'77shkid d00 naashkaah dooleef. I will interview and research stories of Diné soldiers.	Interview a family member, or member of community that is in the military by generating a set of interview questions and presenting to peers.	Research and investigate Diné and other Native American soldiers that have served in the war by interview, reading, and presenting to peers by power point.	Research and investigate Diné Warriors and war tactics during WW-II by reading and taking notes.	Research and draw conclusions Diné warriors including Chief Manuelito, Narbonna, etc., and war tactics during the 1700s-1800s by reading and taking notes. Distinguish and define primary and secondary sources by using a graphic organizer.

7 th -8 th	8	7	6	5
PO 4 Naaki g0ne' dah ahi'joog33' y65d33' Din4 bizaad bee ak'eh hodeesdl99 shi[b44 h0zin doolee[. I will describe how Diné language played a role in World War II.	Describe and explain how Diné language played a role in World War II by reading and writing an expository essay and citing evidence.	Investigate, compare, and contrast the cause and effect of WW-II (Pacific) in Diné History, U.S., and Japanese history by creating a timeline.	Research, identify Diné warriors (including Chief Manuelito, Narbona, etc.) and war tactics during the 1700's –early 1800s by pictures, reading, and listening to stories.	Research how the usage of Diné language contributed to our safety and protection by reading and listening to stories.
4th-6th PO 4 Din4 bizaad chooz'88l'g77bee yisd1'ooldee' g77 naashkaahgo baa 1konisin doolee[. I will research how the Navajo language played a role in contributing to our safety and protection.	Research about Navajo language used in World War II and create a picture booklet with drawing/illustration.			Investigate and explain on ways Diné people sought safety and protection from enemies in the 1700s-1800s by discussion.
	4	3	2	1
	Interpret the terms: <i>safety-yisdá'ooldee'</i> and <i>our protection – nihich'33h nidaazbaa'</i> by naming them in English and Navajo language.	Compare and identify the similarities of the terms “safety and protection” in the school, home, and unfamiliar places by discussion.	Compare and contrast the terms “history and past” to personal life events that occur at home or with self by oral discussions, pictures, and generating a list.	Identify and relate the term “facts/factual” to personal life events that occur annually at home, i.e., birthday, start of school year, etc., by oral discussion, pictures, and generating a list.
PreK- 3rd PO 4 Nahasdz11n d00 Din4 bik4yah bi[hadahwiisdzog00 1dah00t'88lgo a[h7lad44'i' g77baa 1konisin doolee[. I will recognize the relationship of the historical and factual events.		K		Pre-K
	Recognize events that occur in Shiprock area by pictures and discussion.		Recognize and name Shiprock Fair by listening to stories. Recognize events that occur in Shiprock area by pictures and discussion.	