

Din4 Government Standards Scope and Sequence - Concept 2; 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 2:** **Sh1di’11h–Nahat’1 - Legislative Branch**
- PreK-3rd** **Diyin Dine’4 Bits’33d66’ Bee haz’1anii: Din4 Customary Law**
N11sg00 iin1 bee 1n’zht’4e doolee[’g77b0hoosh’aah.
 I will identify my life goals.
- 4th-6th** **Diyin Dine’4 Bits’33d66’ Bee haz’1anii – Diné Customary Law:**
Diyin Dine’4 bits’33d66’ bee haz’1anii n11sg00 iin1 bee 1n’zht’4e doolee[’g77b0hoosh’aah.
 I will sustain myself through Diné teachings.
- 7th -12th** **Diyin Dine’4 Bits’33d66’ Bee haz’1anii – Diné Customary Law:**
Diyin Dine’4 bits’33d66’ bee haz’1anii n11sg00 iin1 bee 1n’zht’4e doolee[’g77b0hoosh’aah.
 I will identify my goals.

Performance Objective 1	12	11	10	9
9th-12th PO 1 T’11 sh7 1n’zht’4ego Din4 bina’nitin bik’ehgo yish1a[doolee[. I will apply the Diné fundamental principles in my daily living.	Investigate and research principles of families and marriage in the Navajo cultural sense then create a concept web of various ways it can be applied to living in today’s society.	Conduct a research on the effects of language loss by doing a survey on the community and present to peers then discuss and generate a list of ways to preserve a language on power point.	Examine ways of applying/ preserving the K’é /clan system by generating a concept web.	Construct life’s goals by organizing on a timeline.

<p>7th-8th PO 1 Y1'1t'4ehgo ts7k47 d00 ch'ik47bee ha'1hoon7nii nish[98 doolee]. I will demonstrate positive role model through cultural teachings.</p> <p>4th-6th PO 1 Na'nitin y1'1t'4h7g77nab7n7shtaah doolee]. I will practice and follow the cultural teachings.</p> <p>PreK- 3rd PO 1 Adi[nishdl9go bee ch1nah nish[98doolee]. I will recognize the value of positive self-esteem.</p>	8	7	6	5
	Research historical Navajo leaders and make a chart of good leadership attributes.	Investigate own clan history; the origin, and the characteristics and teachings of own clans by interviewing elders then make a booklet/ write a story/make a DVD of interview.	Analyze a Navajo cultural story and generate a list of character's attributes from the story and how they can be applied to one's own life.	Analyze a Navajo cultural story and create concept webs of cultural teachings from the story and how they can be applied to one's own life.
	4	3	2	1
	Generate a self- check by listing Parent's, Grandparent's teachings and create a chart of different ways they are applying them in own life.	Discuss making choices and consequences of choices by formulating a web.	Classify, organize, represent and interpret patterns of "likes" and "dislikes" by creating a large graph with pictures and labels.	Discuss "diversity" (a[22 dadine'4) by ethnicity among people; then make a collage of the differences using magazine pictures on poster board.
	K		Pre-K	
	Discuss diversity: "likes" and "dislikes" by viewing a film or by listening to a story then generate a web with pictures of likes and dislikes.		Recognize self-worth through character building games/play and listening to stories.	

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

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Concept 2: **Sh1di'11h – Nahat'1 - Legislative Branch**

PreK-3rd **Diyin Dine'4 Bits'33d66' Bee haz'1anii: Din4 Customary Law**
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 I will identify my life goals.

4th-6th **Diyin Dine'4 Bits'33d66' Bee haz'1anii – Diné Customary Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii n11sg00 iin1 bee 1n7ht'4e doolee[77b0hoosh'aah.
 I will sustain myself through Diné teachings.

7th -12th **Diyin Dine'4 Bits'33d66' Bee haz'1anii – Diné Customary Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii n11sg00 iin1 bee 1n7ht'4e doolee[77b0hoosh'aah.
 I will identify my goals.

Performance Objective 2	12	11	10	9
9th-12th PO 2 Na'1k'7y1shti' bee shinits4kees bidziilgo '7d7hn44h. I will cultivate my mental well-being through self-direction.	Students take the lead to construct and plan/organize a class field trip to listen to stories at the mountains/nature.	Students take the lead to construct and organize a plan/event to honor elders by doing a service project. ie. Senior centers, Veterans center, hospital	Design a drama play/puppetry from Navajo children's books in the Navajo language with peers/class then present the play to younger audience.	Create short children's books in the Navajo language for younger siblings or younger grades.

<p>7th-8th PO 2 Nihina' nitin binahj8 shini' y1'1t'4hgo had7'4h7g7[a' baa hashne' doolee]. I will share ways to balance my mental health from cultural teaching.</p>	8	7	6	5
	Evaluate a personal life experience that helped you to make good choices and create power point slides to share with an audience.	Distinguish and define the meaning of "t'11 h0 1j7'4ego" It's all up to you by writing down actions that pertain to the concept in a journal.	Evaluate, relate, and express K'4 by communicating with Navajo kinship terminology in my relationship with my family, extended family members and community.	Research and synthesize extended clan group information by graphing peers clans on a large butcher paper or power point presentation
<p>4th-6th PO 2 Din4 bina' nitin bee shaa 1ni' d00 shints4kees bidziil doolee]. I will show ways to sustain my mental health through Diné teachings.</p>	4	3	2	1
	Evaluate, relate, and express K'4 by communicating with Navajo kinship terminology in my relationship with family	Associate, generalize and discuss the meaning/ sense of "belonging" by using clan charts, clan group, etc.	Observe and synthesize patterns in nature; animals, birds, insects by discussing respect for all living things means leaving wild living beings in the wild.	Distinguish and identify "respect" & "caring" "ajjiooba' " attribute by having a classroom job chart and having students pass out classroom materials.
<p>PreK- 3rd PO 2 Din4 k'4hj7 na' nitin bee 0'hoosh'11h doolee]. I will develop my thoughts through Diné values.</p>	K		Pre-K	
	Identify and communicate immediate family members by their Navajo kinship terminology.		Recognize and communicate expressions of thankfulness "ah4hee' ", "t'11 sh- -d7'	

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

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- PreK-3rd** **Diyin Dine'4 Bits'33d66' Bee haz'1anii: Din4 Customary Law**
N11sg00 iin1 bee 1n7ht'4e doolee[7g77b0hoosh'aah.
I will identify my life goals.
- 4th-6th** **Diyin Dine'4 Bits'33d66' Bee haz'1anii – Diné Customary Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii n11sg00 iin1 bee 1n7ht'4e doolee[7g77b0hoosh'aah.
I will sustain myself through Diné teachings.
- 7th -12th** **Diyin Dine'4 Bits'33d66' Bee haz'1anii – Diné Customary Law:**
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I will identify my goals.

Performance Objective 3	12	11	10	9
9th-12th PO 3 Nihich'iiy2' ats'7s b1 y1'1daat'4hg77 naashkaahgo baa n1h1shne' doolee[. I will research various traditional foods to improve my physical health.	Research information on nutritional values of edible plants: wild spinach, wild tea, wild onions, wild parsley, sumac berries, cedar ash etc. then compile/organize onto power point slides for presentation.	Investigate then compare and contrast the nutritional content of fast foods and Navajo traditional foods and present the information to an audience.	Demonstrate taking care of domestic edible animals such as sheep and cattle for butcher.	Design and construct an organic vegetable and fruit garden by using natural resources

<p>7th-8th PO 3 Nihich'iyy2' ats'7s b1 y1'1daat'4h7g77 baa hashne' doolee]. I will describe and list nutritional traditional foods.</p>	8	7	6	5
<p>4th-6th PO 3 Shitah hwiin4igo 1d7n7szin7g77baa hashne' doolee]. I will describe ways to maintain a healthy lifestyle.</p>	4	3	2	1
<p>PreK- 3rd PO 3 Shits'7s baa ah1shy1ago bee 1n7sht'4e doolee]. I will develop and apply a healthy lifestyle.</p>	<p>Have students take turns in organizing/planning and implementing physical activities/exercise for the class by discussion and teacher's guidance.</p>	<p>Distinguish, define, and discuss " H0zh= "; pertaining to wellness and the ways it can be applied in one's life; food choices, physical activities, mental wellness by sketching responses on a large chart.</p>	<p>Distinguish, define and discuss "Wellness" by using a chart with pictures; touch upon all the areas of wellness not only physical but emotional, mental and spiritual wellness.</p>	<p>Combine academic learning i.e., verbs, nouns, sight words, etc. together with kinesthetic/ whole body movement through boisterous games and playground games.</p>
	K		Pre-K	
	<p>Demonstrate physical health by movement, walking, dancing to music or chants, etc.</p>		<p>Recognize identify by naming healthy food; fruits, vegetables by using realia or singing/chanting.</p>	

Din4 Government Standards Scope and Sequence - Concept 2; PO 4

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- Concept 2:** **Sh1di'11h – Nahat'1 - Legislative Branch**
- PreK-3rd** **Diyin Dine'4 Bits'33d66' Bee haz'1anii: Din4 Customary Law**
N11sg00 iin1 bee 1n7ht'4e doolee[77b0hoosh'aah.
I will identify my life goals.
- 4th-6th** **Diyin Dine'4 Bits'33d66' Bee haz'1anii – Diné Customary Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii n11sg00 iin1 bee 1n7ht'4e doolee[77b0hoosh'aah.
I will sustain myself through Diné teachings.
- 7th -12th** **Diyin Dine'4 Bits'33d66' Bee haz'1anii – Diné Customary Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii n11sg00 iin1 bee 1n7ht'4e doolee[77b0hoosh'aah.
I will identify my goals.

Performance Objective 4	12	11	10	9
<p>9th-12th PO 4 ! d0one'4 nish[7n77 shi[nil9go naashkaahgo bimahj8 k'4 dishn7 doolee[. I will research the Navajo clan system to maintain the sacredness of kinship.</p>	<p>Students take the lead to construct and plan/organize a cultural story day or evening with a storyteller from the community. *Seasonally appropriate stories.</p>	<p>Research, compare and contrast other ethnic groups or other Native American groups clans'/relation systems' to Navajo clan system by writing a research paper or power point presentation.</p>	<p>Organize the information from the book: Origins of the Diné by reading then designing a timeline of events on a poster board or large butcher paper. Origins of the Din4 by Mike Mitchell *Seasonally appropriate (winter)</p>	<p>Research and draw conclusions of the reasons and origin of the Navajo clan system by reading then writing questions for the answers on a T chart. *Seasonally appropriate (winter)</p>

<p>7th-8th PO 4 ! d0one'4 nish[7n 7g77baa hane' n74[k1a'go shi[b44h0z7n doolee]. I will research the attributes of my primary clans.</p> <p>4th-6th PO 4 K'4nisdzingo bee 1daa'1konisdzin doolee]. I will recognize social relationships.</p> <p>PreK- 3rd PO 4 K'4d7hn7go naash1a doolee]. I will demonstrate appropriate greetings.</p>	8	7	6	5
	Research and interview elders on personal clan groups and clan attributes by compiling on DVD for family record keeping.	Research and interview elders the origins of personal clans by illustrating by drawing and presentation to an audience.	Relate to Maternal and Paternal clan groups by communicating greetings with appropriate kinship terminology at school, community and with family members	Relate to personal and Father's clan groups by communicating greetings with appropriate kinship terminology at school, community and with family members
	4	3	2	1
	Demonstrate by communicating appropriate kinship terminology (shid1'7, shim1y1zh7, shib7zh7, shin1l7, shicheii, shim1s1n7, etc) with a hand shake at family/cultural events	Demonstrate by communicating appropriate greetings by using kinship terminology to address an appropriate audience and sharing an extended Navajo self- introduction with clans, grade, school, age to an audience.	Demonstrate by communicating appropriate greetings by using kinship terminology and sharing an extended Navajo self - introduction with four clans, where you're from and where you go to school to an audience.	Demonstrate by communicating appropriate greetings by using kinship terminology and sharing your Navajo self- introduction with four clans to an audience.
	K		Pre-K	
	Demonstrate by communicating appropriate greetings by using kinship terminology and a hand shake: Y1't'44h Shim1s1n7, Y1't'44h Shin1l7, Y1't'44h b1'0lta'7		Recognize, communicate and say Navajo greetings: Y1't'44h, y1't'44h ab7n7. Demonstrate appropriate cultural greeting by a hand shake with people while saying greetings	