

Din4 Government Standards Scope and Sequence - Concept 3; 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 3:

PreK-12th **Nahasdz11n d00 Y1di[hi[bits’33d66’ bee haz’1anii – Diné Natural Law:**
Hoolzhish baa hane’7g7shi[b44h0zin d00 baa n1h1shne’ doolee[.
 I will identify the process and importance of time.

Performance Objective 1	12	11	10	9
9th-12th PO 1 T[‘44’ d00 j9go hoolzhish7g7bik’ehgo bee na’nishtin doolee[. I will demonstrate the various responsibilities at the appropriate time of day.	Research, compare and contrast the Native cultural concept/perspectives of “Mother Earth” by writing a research paper then presenting to an audience.	Describe and explain the origins and reasons for various Navajo cultural traditions and ceremonies; (e.g.,Kinaald1, first moccasins, Nid11’, Blessingway, Nightway ceremony	Evaluate and document how personal time is used then create an action plan to better manage time by making ‘To Do’ list.	Distinguish, identify and discuss personal values by taking a personal inventory of what you consider most important in life by generating a list. Make an outline of the time it will take to reach goals

<p>7th-8th PO 1 T[‘4e’go d00 j99go hoolzhish7g77baa n1h1shne’ doolee]. I will present the value of time of day to my peers.</p>	8	7	6	5
<p>4th-6th PO 1 T[‘4e’go d00 j99go hoolzhish7g77shi b44h0zingo baa hashne’ doolee]. I will describe the value of time in a day.</p>	4	3	2	1
<p>PreK- 3rd PO 1 T[‘4e’go d00 j99go hoolzhish7g77baa 1konisin doolee]. I will identify the value of time of day.</p>	K		Pre-K	
	Recognize and identify personal activities to Day and Night by using photos or pictures and a chart.		Recognize and name: Day and Night by using photos or pictures.	
	Apply concepts of priorities through the value of time by listing day and night activities with their time and total it takes to each activity for the week on a chart.	Connect the idea of moon phases with months and how it relates to various Navajo cultural activities by a chart.	Connect the idea of Navajo month calendar with the environment by illustrating on poster board.	Connect the idea of time organization of seasons with various seasonal activities by illustrating by Art.
	Describe Navajo cultural winter and summer activities by using pictures and discussion	Identify, illustrate parts of day and night - Including: Dawn, mid morning, mid afternoon, dusk, midnight using Art	Identify and name parts of the day: morning, noon, evening, and night using a poster	Classify day and night activities on a large Venn diagram

Din4 Government Standards Scope and Sequence - Concept 3; 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 3:

PreK-12th **Nahasdz11n d00 Y1di[hi] bits’33d66’ bee haz’1anii – Diné Natural Law:
Hoolzhish baa hane’g77shi[b44h0zin d00 baa n1h1shne’ doolee[.**

I will identify the process and importance of time.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 Hoolzhish bi[hahod7’4h7g7 binahash’1ago b0honeedz32go 11sh[7[doolee[. I will develop and organize daily plans with a life purpose.</p>	<p>Create and plan a class field trip with a complete schedule of events and time by writing and presenting by oral report.</p>	<p>Create a song, chant or poem on personal goals by writing then presenting to an audience</p>	<p>Create poetry on personal daily activities by writing then sharing with class</p>	<p>Synthesize the value of gaining focus of the day’s work or performance by positive thinking and setting a path by personal prayer.</p>

<p>7th-8th PO 2 Hoolzhish [a' bi] hahodʔ' 4hʔ77 binahash' 1a doolee]. I will plan and prepare for daily activities.</p>	8	7	6	5
	Apply concept of organizing and planning an event or field trip by writing an agenda on activities.	Apply concept of organization of daily and monthly events by using and writing in an agenda.	Distinguish and draw conclusions on time of historical events by reading excerpts from stories.	Describe, retell a current event on the Navajo Nation by oral report and Navajo Times
<p>4th-6th PO 2 Hoolzhish bi] hahodʔ' 4hʔ77baa n1h1shne' doolee]. I will retell the responsibility and duties of time in a day.</p>	4	3	2	1
	Describe, compare and contrast the daily schedules of students of same age and grade from a different country by reading.	Categorize weekly events in sequence/logical order using a monthly calendar.	Relate personal day and night schedule in sequential/logical order by using clock time and pictures.	Identify patterns and behavior according to the day's schedule by matching using pictures.
<p>PreK- 3rd PO 2 Hoolzhish bi] hahodʔ' 4hʔ77baa hane' baa 1konisin doolee]. I will recognize the responsibility and duties of the time of day.</p>	K		Pre-K	
	Recognize and name time and schedule according to the activities throughout the day by using pictures.		Recognize time of doing things by singing and chanting .	

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Concept 3:

PreK-12th Nahasdz11n d00 Y1di[hi| bits'33d66' bee haz'1anii – Diné Natural Law:

Hoolzhish baa hane'77shi| b44h0zin d00 baa n1h1shne' doolee[.

I will identify the process and importance of time.

Performance Objective 3	12	11	10	9
<p>9th-12th PO 3 Nahasdz11n biyi' d00 bik11' h0l0n77 naashkaah d00 baa n1h1shne' doolee[. I will research natural resources on Navajo land.</p>	<p>Research the Navajo Nation's economic impact/revenue generated from oil leases, coal, and gas by using excel and power point presentation</p>	<p>Research coal and power plants pertaining to economics and the impacts of it on the Navajo Nation by reading and oral report by using power point.</p>	<p>Research the discovery of Uranium pertaining to economics and the impacts by reading and explaining on power point.</p>	<p>Research and explain how the Navajo Nation Council originated by reading and writing.</p>

<p>7th-8th PO 3 Hoolzhish hahod7'4h7g77baa hane' [a' beesh'9go baa n1h1shne' doolee]. I will role play a story that represents time of day and night.</p> <p>4th-6th PO 3 Hoolzhish hahodit'eh7g77baa hane' shi[b44h0zin doolee]. I will describe the time of day and night stories.</p> <p>PreK- 3rd PO 3 Hoolzhish hahodit'eh7g77baa hane' baa 1konisin doolee]. I will listen to stories of time, day, night, and seasons.</p>	8	7	6	5
	Compare and contrast other Native American and Navajo stories on Day and Night by reading and writing information on a chart or concept web.	Create a drama play after reading the Moccasin/Shoe Game story by writing a story line with scripts.	Describe and explain appropriate Navajo cultural behavior/etiquette during the day and night (e.g. not whistling at night, etc.) to the younger audience	Distinguish the Navajo vocabulary of day, night, seasons by listening to a storyteller.
	4	3	2	1
	Describe the sequence of winter stories pertaining to time, day, night, etc. by listening to winter stories and discussion.	Distinguish inferences of time: day, night, seasons by listening to stories and realia.	Relate personal day and night schedule in sequential/logical order by using listening to stories.	Recognize, name and connect two vocabulary words pertaining to time and an event; day and night by listening to stories.
	K		Pre-K	
	Recognize and name day and night by listening to stories.		Recognize, repeat and memorize songs, chants, poems pertaining to time, day, night and seasons.	

Din4 Government Standards Scope and Sequence - Concept 3; 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 3:

PreK-12th **Nahasdz11n d00 Y1di[hi| bits’33d66’ bee haz’1anii – Diné Natural Law:
Hoolzhish baa hane’g77shi| b44h0zin d00 baa n1h1shne’ doolee[.**

I will identify the process and importance of time.

Performance Objective 4	12	11	10	9
<p>9th-12th PO 4 Din4bik4yah bik11’g00 naaldlooshii d00 naat’agii d00 ch’osh a]’aan 1daat4h g77 naashkaah doolee[. I will research the different types of wildlife and insects on Navajo land.</p>	Identify a research question and design an investigation to answer the question regarding how wildlife and insects played a role in our cultural stories. Apply information in a digital media project and present to local elementary students.	Identify a research question and design an investigation to answer the question regarding how different wildlife and insects play a role in the environment of the student’s community . Report findings to community members at a Chapter Meeting.	Conduct an investigation on the different types of wildlife and insects common to different types of land areas of the Nation. (mountain, valley, desert, canyons, forests, etc.,) Students will contact zoologists from Navajo Nation Zoo and network with them to do their investigation.	Design a questionnaire to gather information on the types of wildlife and insects that are common to student’s community . Student will investigate using the questionnaire as a guide. Student will present findings to peers through digital media of choice.

<p>7th-8th PO 4 Hoolzhish bi hahodit'eh 77 47sh77 sil99. I will apply expected duties in a day.</p> <p>4th-6th PO 4 Hoolzhish bi hahodit'eh 77 ahina'anish 47shi nil99go 11sh[7] doolee[. I will value the purpose of time by participating in daily activities.</p> <p>PreK- 3rd PO 4 Hoolzhish bi hahodit'eh 77 baa 1konisin doolee[. I will recognize the value and purpose of time.</p>	8	7	6	5
	Identify how student accomplishes tasks by writing daily journal entries. Make observations and interpret patterns and create a simple set of rules or protocols to improve/maintain goal setting and accomplishments of expected, daily duties at home, school, and community.	Summarize and show daily activities of a typical day at school and home distinguished through a timeline. Student will reflect and make improvements by setting daily, weekly, and monthly goals to increase awareness of the importance of organization and preparation.	Research time management and techniques. Student will identify and compare their daily activities with research. Students will examine and evaluate how time management can help improve their daily activities. Students will demonstrate examples of time management by creating a time management plan and explaining by using various forms of presentations. Students will be presenting to peers and family.	Identify and show daily activities using a flow chart. Under each activity, student will write about how they will organize and prepare for each activity from the time they wake up until they go to sleep. Student will evaluate their organization and preparation on a weekly basis and identify areas of improvements by making modifications as needed.
	4	3	2	1
Identify and show daily activities using a flow chart. Students will create a daily schedule from the time they wake up to the time they go to sleep. Present charts to peers.	Students will research types of clocks used for telling time throughout history. Student focus will explain and show how Navajo people distinguished time throughout the years. Create projects to show and demonstrate information.	Identify and show daily activities at school using a flow chart. Students will create a daily schedule using images of a digital and analog clock showing times of activities from the time they get off the bus to the time they go home. Students will create a schedule for themselves using graphic arts.	Students will list daily schedule and identify the time of the class with the analog and digital clocks. Students will predict times of daily activities using the analog and digital clocks to help them prepare for transitions.	

	K	Pre-K
	Students will identify activities throughout a typical school day. Illustrate and tell what happens in the morning, noon, and mid afternoon. Students will identify activities at home before school and after school through the evening. Students will create a booklet showing illustrations of activities throughout the day from the time they wake up to the time they go to sleep.	Students will recognize patterns of activities on a typical day. Students will predict what happens next according to their observations of routines.