

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

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

Concept 2: **Nahat’1**

PreK-12th **Nahat’1 bik’ehgo ’1n’3ht’4e doolee[.**
 I will apply and practice Diné way of life through planning.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 Nahasdz11n d00 y1di[hi[bibee haz’1anii baa hane’g77baa hashne’ doolee[. I will present cultural teaching about earth and sky.</p>	<p>The Chacoan people developed and expressed their knowledge of the cycles of the Sun and the Moon beyond what they would need for utilitarian purposes. Research into Chacoan culture benefits from insights offered by the descendant people. Distinguish the concept of time differs among cultures. Make oral reports on the constructed possible village of Chacoan culture of the past and display.</p>	<p>Conduct a research and report on constellations of the night sky. Make observations and identify patterns and connect to Diné culture and stories. Differentiate the Diné stories with other cultures and share with peers.</p>	<p>Distinguish ways in which water is used within the homes. Analyze water use with a focus on ways to reduce water consumption. Conduct surveys to hypothesize and discuss the results.</p>	<p>List, organize and identify collected items to conduct a project that requires specifying a problem on the lands throughout. Construct a graph of the results of what products identify more problems.</p>

<p>7th-8th PO 1 Nahasdz11n d00 y1di[hi] baa hane' d00 bina' nitin choosh'9B doolee]. I will practice my cultural teachings of earth and sky.</p> <hr/> <p>4th-6th PO 1 Nahasdz11n d00 y1di[hi] bee nashi' dineest3' g77baa n1h1shne' doolee]. I will retell my cultural teachings of earth and sky.</p> <p>PreK- 3rd PO 1 Nahasdz11n d00 y1di[hi] baa 1h1y32gi baa 1konisin doolee]. I will use my cultural teachings about how to take care of earth and sky.</p>	8	7	6	5
	Recognize and identify possible solutions for the problems of garbage, pollution, and conserving natural resources with intention of practicing cultural teachings of keeping Mother Earth and Father Sky H0zh=.	Recognize and identify ways of taking care of earth and sky by collecting and displaying of littering and debris, i.e., aluminum cans, plastic containers/bottles, etc. Interpret the Beauty Walk by constructing a presentation board.	Retell teachings of earth and sky and explain earth composed of natural resources (land, water, and air) and that humans depend on earth's natural resources to live.	Represent in words or diagrams a scientific concept of keeping the earth and sky comfortable and habitable.
	4	3	2	1
	Describe cause and effect of people living here, and the earth is the only place that people and animals can live. Identify how air, and water, and sunshine and trees are sacred. Critique scientific water cycle and cultural stories of nature and animals	Recall and explain different types of pollution, including litter, air pollution, and water pollution, and how most types of pollution are caused by people.	Identify and explain ways pollution can affect people and animals by eating polluted and poisoned plants.	Observe and discuss by making a list of the importance of clean water for Diné people and all people.
	K		Pre-K	
	Define and tell about trees: e.g. shade, beauty, animal, homes, wood for building and paper products, fruit, etc., Describe features of planting a tree or a good-sized shrub, take care of it, and watch it grow.		Recognize and become aware of how to take care of earth and sky at school, home, and community.	

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

Standard: **K’4 d00 nits1h1kees d00 nahat’1 n1sg00 iin1 bee siih hasingo 1dooln7[.**
 I will develop an understanding of Diné way of life.

Concept 2: **Nahat’1**

PreK-12th **Nahat’1 bik’ehgo ’1n’zht’4e doolee[.**
 I will apply and practice Diné way of life through planning.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 K’4 hwiinidzin b0hoo[’3’g77binahj8 bi[da’7n’zhta’g77k’4 bidishn7 doolee[. I will research clan groups to recognize my peers as relatives.</p>	<p>Research and analyze the origins and adoption of clans through cooperative activities such as role-play, slide-show, interview people who are of adopted clans, etc.</p>	<p>Utilize the clanship for appropriate teasing to others (do’s and dont’s, who and when teasing is appropriate) by modeling/role-playing activities.</p>	<p>Synthesize the use of clans to determine kinships by listening to speakers/presenters or peers then make a list.</p>	<p>Apply the concept of kinships including greetings, addressing older and younger family and extended family members by creating a flowchart</p>

<p>7th-8th PO 2 K'4 hwiinidzin b0hool[3'7g7d7shj9li '1hoot'4h7g7bi[a[h22h naashnil dooleel]. I will compare the usage of kinship terms with today's society.</p>	8	7	6	5
	Explain family tree showing relationships using pictures and illustrations.	Compare and contrast other cultures' relationship systems to Navajo clans system by oral discussion and using venn diagram.	Research personal clans' origin and the characteristics then share with peers through oral report.	1. Interview other school staff, employees, students about clans then chart and identify kinships. 2. Write clans on a large graph in classroom then compare and contrast clan members by making a list.
	4	3	2	1
	Identify and chart each students' clan and have them identify relationships with peers.	Memorize and recite extended Self-introduction using four clans.	Memorize and recite four clans including Parent's names, age, grade in the Navajo Language.	Memorize and recite four clans in the Navajo Language.
<p>4th-6th PO 2 Shi[79go k'4 nisdzin dooleel]. I will express appropriate kinship terms.</p>	K		Pre-K	
	Memorize and recite first two clans (Nish[9 B1sh7shch7n) and their given names.		Introduce themselves by first and last names and first two (Nish[9) clans.	
<p>PreK- 3rd PO 2 K'4 nisdzingo naash1a dooleel]. I will use appropriate kinship terms.</p>				

Diné Culture Standards Scope and Sequence- Concept 2; PO 3

Standard: **K'4 d00 nits1h1kees d00 nahat'1 n11sg00 iin1 bee siih hasingo 1dooln7[.**

I will develop an understanding of Diné way of life.

Concept 2: **Nahat'1**

PreK-12th **Nahat'1 bik'ehgo '1n3ht'4e doolee[.**

I will apply and practice Diné way of life through planning.

Performance Objective 3	12	11	10	9
<p>9th-12th PO 3 Nahasdz11n bik1a'gi bee da'iin1anii bee '1daa' 1konisdzin doolee[. I will practice respect of nature in my daily life.</p>	<p>Analyze the data from the results of the experiment and design a recycling program and develop partnerships with local schools and chapter. Students will report at chapter meetings or school board meetings.</p>	<p>Conduct and carry out the experiment to increase awareness and implementation of recycling in local communities and report the results.</p>	<p>Design an investigation to identify and propose simple solutions to increase the awareness and implementation of recycling.</p>	<p>Research and explain the scientific concepts of various weather common to the Navajo Nation. Prepare a report about choice.</p>

<p>7th-8th PO 3 Nahasdz11n bik1a'gi bee da'iin1n7g7 [a' baa hashne' doolee]. I will choose topic of nature and present it.</p> <p>4th-6th PO 3 N7ch'ih a['aan 1n11'niil[7g7baa hane' y7s7n7ts'32'go shi[b44h0zin doolee]. I will listen and retell stories related to elements of nature.</p> <p>PreK- 3rd PO 3 N7ch'ih a['aan 1n11'niil[7g7shi[b44h0zin doolee]. I will identify the various types of weather.</p>	8	7	6	5
	Summarize and prepare a report of the interviews collected from elderly Navajo family member's experience of weather or nature impacts which greatly caused change in their life.	Interview elderly Navajo family members of their weather or nature experience which greatly caused change in their life.	Gather and collect Diné historical weather and nature events that occurred which have impacted the Diné people in a positive and negative way.	Record unusual weather and nature catastrophes and prepare a one paragraph report.
	4	3	2	1
	Observe local weather stories related to elements of nature. Find other	Apply the scientific cycle to explain why seasons change. Collect stories of why one should not point to rainbow.	Track the various types of weather in one month and tabulate the findings.	Tell the cause/effect of season changes and weather outcome.
	K		Pre-K	
	Define and tell of the various types of weather. Illustrate and tell of the day's weather.	Tell the present weather condition.		

Diné Culture Standards Scope and Sequence- Concept 2; PO 4

Standard: **K’4 d00 nits1h1kees d00 nahat’1 n1sg00 iin1 bee siih hasingo 1dooln7[.**
 I will develop an understanding of Diné way of life.

Concept 2: **Nahat’1**

PreK-12th **Nahat’1 bik’ehgo ’1n’zht’4e doolee[.**
 I will apply and practice Diné way of life through planning.

Performance Objective 4	12	11	10	9
9th-12th PO 4 Naat’agii d00 ch’osh dahin1anii baa y1shti’ doolee[. I will design a preservation project for sacred birds and insects.	Present preservation projects to local school boards for partnerships and local chapters. Apply the research information and design to develop a report for Navajo Nation preservation society, Environmental Protection Agency, and local colleges and universities to build partnerships.	Continue collaboration and dialogue with preservation societies to refine the plan for the preservation project.	Using the findings from the research, contact bird and insect preservation societies. Develop a partnership with them to identify, organize, and develop a plan to design a preservation project.	Research the birds and insects common to the local communities and the Navajo Nation. Report findings through a power point presentation.

<p>7th-8th PO 4 Naat'agii d00 ch'osh 1't4egi b0hool[3'g77 baa'1konisin doolee] I will demonstrate a sacred teaching of a bird or insect.</p> <p>4th-6th PO 4 Naat'agii d00 ch'osh dad7zin7g77shi[b44h0zin d00 baa hashne' doolee]. I will retell the sacred stories of the birds and insects.</p> <p>PreK- 3rd PO 4 Naat'agii d00 ch'osh dine'4 baa hane' y78h7ts'32'go baa'1konisin doolee]. I will listen to cultural stories about the birds and insects.</p>	8	7	6	5
	Prepare an audiovisual presentation to report the sacred teachings of birds or insects. Present report through an instruction with partners to local elementary schools and dual language programs. Have students create KWL charts. Use the KWL charts to help elementary students create dioramas and brief report on learned knowledge of the sacred teaching of a bird or insect.	Identify Navajo medicine people, philosophers, and culture instructors and plan an interview. Determine cultural protocols about interviewing with audio visual equipment. Implement interview process and design questions. Conduct interview. Transcribe the interview and report findings.	With partners, transcribe the interview and report findings. Prepare an audiovisual presentation to report the sacred teachings of birds or insects. Present report to their peers and surrounding elementary schools.	Identify Navajo medicine people, philosophers, culture instructors, elders, and family to share their knowledge about the sacred teachings of Navajo sacred birds and insects. Design the interview. Conduct the interview.
	4	3	2	1
	Find and gather cultural research and resources on the sacred stories of birds and insects. Using graphic organizers, prepare findings and present to peers.	Write and perform a cultural skit about insects and birds. Perform for other grade levels.	Use a KWL chart to listen to cultural stories of birds and insects. Create a posters using showing displays of insects or birds.	Categorize, graph, and classify types of birds and insects. Create life cycle charts of birds or insects.
	K		Pre-K	
	Identify and list types of birds and insects that are common to their home, school, community. Create a booklet containing the list of birds and insects by using student illustrations.	Use finger plays, and/or puppetry to show interpretations of cultural stories that the teacher has read to them.		

