

Din4 Government Standards Scope and Sequence - Concept 4; 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 4:

PreK-3rd **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Siihasin d00 bee 7h1anii bee nahat'1 shi[b44 h0zin doolee[.
 I will demonstrate to be a self-sufficient citizen with a positive attitude

4th-6th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii binahj8 she'iina' d00 shints4kees k'7hineezl1a doolee[.
 I will honor the principles of Diné Common Laws.

7th -12th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii naashkaahgo binahj8 she'iina' shina' nitin, she'4'ool'8 d00 she'oodl2' baa 1kod7h4es8[.
 I will analyze the appropriate skills to become self-sufficient.

Performance Objective 1	12	11	10	9
9th-12th PO 1 Shighan haz'33d00 shee'0'ool'8[shi[nil9go bee iin1 1deesh[7[. I will incorporate my family values to become self-sufficient.	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'4 /clan system by generating a concept web.	Construct life's goals by organizing on a timeline.

<p>7th-8th PO 1 Na'nitin bee n1shi' dineezt2' 7g7 be'esh' 8doolee[. I will practice my family values.</p> <p>4th-6th PO 1 Shim1 d00 shizh4' 4 y7nahineezt2' 7g7baa n1h1shne' doolee[. I will explain my family principles.</p> <p>PreK- 3rd PO 1 Shim1 d00 shizh4' 4 y7nahineezt2' 7g7 baa n1h1shne' doolee[. I will explain my family principles.</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 4; 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 4:

PreK-3rd **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Siihasin d00 bee 7n1anii bee nahat'1 shi[b44 h0zin doolee[.
 I will demonstrate to be a self-sufficient citizen with a positive attitude

4th-6th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii binahj8 she'iina' d00 shints4kees k'7hineezl1a doolee[.
 I will honor the principles of Diné Common Laws.

7th -12th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii naashkaahgo binahj8 she'iina' shina' nitin, she'4 ool'8 d00 she'oodl2' baa 1kod7n4es8[.
 I will analyze the appropriate skills to become self-sufficient.

Performance Objective 2	12	11	10	9
9th-12th PO 2 Shighan haz'33d00 shik'47yee iin1 1dei['7n65 nideeshkah. I will research how clans played a role in community and economic development.	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 Shighan haz'33d00 shik'47yee iin1 1dee[' 7n65 nideeshkah. I will research how clans played a role in community and economic development.</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 Shighan haz'33d00 shik'47yee iin1 1dee[' 7n65 nideeshkah. I will research how clans played a role in community and economic development.</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” “ajijooba' ” attribute by having a classroom job chart and having students pass out classroom materials.
<p>PreK- 3rd PO 2 Shighan haz'33d00 shik'47yee iin1 1dee[' 7n65 nideeshkah. I will research how clans played a role in community and economic development.</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 4; PO 3

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Concept 4:

PreK-3rd **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Siihasin d00 bee 7n1anii bee nahat'1 shi[b44 h0zin doolee[.
 I will demonstrate to be a self-sufficient citizen with a positive attitude

4th-6th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii binahj8 she'iina' d00 shints4kees k'7hineezl1a doolee[.
 I will honor the principles of Diné Common Laws.

7th -12th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii naashkaahgo binahj8 she'iina' shina' nitin, she'4'ool'8 d00 she'oodl2' baa 1kod7n4es8[.
 I will analyze the appropriate skills to become self-sufficient.

Performance Objective 3	12	11	10	9
9th-12th PO 3 A'ah0dl70oly4h7g7 nideeshkah. I will analyze the attributes of a trustworthy person.	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 Din4 ba'ah0dl7nii bee b44h0zinii naaltsoos bik11' a[k44' daasdzohgo 1deesh[7]. I will list character traits of a trustworthy person.</p> <p>4th-6th PO 3 Din4 t'11 an7nii ba'ah0dl7nii baa n1h1shne'go 1deesh[7]. I will identify the positive attributes of a trustworthy person.</p> <p>PreK- 3rd PO 3 ! di[nishdl9go naash1a doolee]. I will show respect for myself.</p>	8	7	6	5
	Research, synthesize and design an organic garden by drawing a blueprint and generating a list of supplies and materials.	Draw conclusions on the benefits of growing your own foods by using a graphic organizer.	Research the cultural information and the benefits of running “n7jiltih” “n11zhdiilwo’ and organize the information on poster board.	Research/investigate the negative effects of a sedentary lifestyle; include information on obesity, heart disease, diabetes, etc. by a concept web
	4	3	2	1
	Have students take turns in organizing/planning and implementing physical activities/exercise for the class by discussion and teacher’s guidance.	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.	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.	Combine academic learning i.e., verbs, nouns, sight words, etc. together with kinesthetic/ whole body movement through boisterous games and playground games.
	K		Pre-K	
	Demonstrate physical health by movement, walking, dancing to music or chants, etc.		Recognize identify by naming healthy food; fruits, vegetables by using realia or singing/chanting.	

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Concept 4:

PreK-3rd **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
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4th-6th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii binahj8 she'iina' d00 shints4kees k'7hineezl1a doolee[.
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7th -12th **Diyin Nihook11' Din4'4 Bi Beehaz'1anii – Diné Common Law:**
Diyin Dine'4 bits'33d66' bee haz'1anii naashkaahgo binahj8 she'iina' shina' nitin, she'4 ool'8 d00 she'oodl2' baa 1kod7h4es8[.
 I will analyze the appropriate skills to become self-sufficient.

Performance Objective 4	12	11	10	9
<p>—————</p> <p>9th-12th PO 4 H0dz2' bee adoodlee[7g77 naashkaah doolee[. I will evaluate self-assured leaders.</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 Din4 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 Din4 [a' y1'1t4ehgo iin1 yee 1t'4h7g7naashkaahgo baa hashne' doolee]. I will interview a self-reliant person.</p> <p>4th-6th PO 4 Din4 [a' t'11 b7 ak'inaaldzil7g7baa h1shne' doolee]. I will describe a person who is self-sufficient.</p> <p>PreK- 3rd PO 4 K'4 baa 1konisin doolee]. I will identify and recognize clan relationship.</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: Y1'1t'44h Shim1s1n7, Y1'1t'44h Shin1l7, Y1'1t'44h b1'0lta'7		Recognize, communicate and say Navajo greetings: Y1'1t'44h, y1'1t'44h ab7n7. Demonstrate appropriate cultural greeting by a hand shake with people while saying greetings	