

## Diné History Standards Scope and Sequence - Concept 2; PO 1

**Standard:**     **Diné bibee’4’ool’ǫ́ d00 1dah00t’ǫ́l’ǫ́shil nil’ǫ́go 1d’l’7n’zht’i’ doolee[.**  
 I will understand historical/factual events, people and symbols that influence my family.

**Concept 2:**

**PreK – 3<sup>rd</sup>**     **S’ool’ǫ́ n1k44’ hane’ǫ́77d00 1dah00t’ǫ́l’ǫ́77d00 bee 4dah0zin’ǫ́77shil haz’1n’ǫ́gi baa 1konisin doolee[.**  
 I will understand historical events, people, and symbols with significant ties to my family.

**4<sup>th</sup> – 6<sup>th</sup>**     **Nihe’4’ool’ǫ́, dahodiyingo nahaz’33g00 d00 nihik4yah bik11’g00 1dah00t’ǫ́l’ǫ́77baa 1konisin doolee[.**  
 I will understand connections between my culture, sacred sites and historical events.

**7<sup>th</sup> – 12<sup>th</sup>**     **Nihe’4’ool’ǫ́, dahodiyingo nahaz’33g00 d00 nihik4yah bik11’g00 1dah00t’ǫ́l’ǫ́77shil b44h0zin doolee[.**  
 I will make connections between my culture, sacred sites and historical events.

Performance Objective 1	12	11	10	9
<b>9<sup>th</sup>-12<sup>th</sup></b> <b>PO 1 Diné N11h0dl’7nii</b> <b>d00 nihidine’4 dah</b> <b>yikah’ǫ́77naashkaah</b> <b>doolee[.</b> I will research the link between Athabaskan and Diné people.	Prepare and present a report on findings of Athabaskan similarities and differences between the Diné people.	Research the similarities and differences between groups of Athabaskan and Diné people.	Investigate the Bering strait theory and collaborate stories of origination of the Diné people.	Compare the Athabaskan southern and northern language families – Cree, Navajo, Apache.

<p><b>7<sup>th</sup>-8<sup>th</sup></b>  <b>PO 1 Din4 N11h0dl0onii</b>  <b>a[‘aan 1daat’ 4h7g77</b>  <b>be’iina’ d00 bik4yah</b>  <b>naashkaahgo baa</b>  <b>n1h1shne’ doolee].</b>  I will research and compare Athabaskan and Diné lifestyles and cultures.</p>	8	7	6	5
<p><b>4<sup>th</sup>-6<sup>th</sup></b>  <b>PO 1 Shik4yah</b>  <b>naashkaahgo</b>  <b>dahodiyingo</b>  <b>nahaz’ 33g00 shi  b44</b>  <b>h0zin doolee].</b>  I will research the sacred sites within my community.</p>	4	3	2	1
<p><b>PreK- 3<sup>rd</sup></b>  <b>PO 1 Bitsij8 yizht izhii</b>  <b>shinaag00 k44dahat’ 7h7g77</b>  <b>bibee 0’ool’ 8g d00 bizaad</b>  <b>[a’baa 1konisin doolee].</b>  I will identify some neighboring tribes, point out boundaries, their language and cultural differences.</p>	K		PreK	
	Recognize that people are different.		Tell about pow-wow dance participants.	
Compare and contrast ancient Athabaskan and Diné lifestyles and cultures.	Investigate Athabaskan culture and identify similarities of culture and languages to the Diné people.		Describe the sacred sites within the Navajo Nation and explain why those sites are deemed sacred.	
Make an assessment of the geographical area to determine whether a Diné sacred site is nearby and protected.		Make connections with neighboring tribes and distinguish similarities and differences in cultural practices and native languages.		Compare cultures of Diné people with Ute people and describe differences and similarities.
				Locate and name the sacred places within the community.
				List the neighboring tribes and create map of the local native population.

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

**Standard:** **Din4 bibee'4'ool'8̣ d00 1dah00t'8̣l'g77shil nil9go 1d'7l7n'zht'i' doolee[.**  
 I will understand historical/factual events, people and symbols that influence my family.

**Concept 2:**

**PreK – 3<sup>rd</sup>** **S'ool'8̣ n1k44' hane'g77d00 1dah00t'8̣l'g77d00 bee 4dah0zin'g77shil haz'1n'gi baa 1konisin doolee[.**  
 I will understand historical events, people, and symbols with significant ties to my family.

**4th – 6th** **Nihe'4'ool'8̣, dahodiyingo nahaz'33g00 d00 nihik4yah bik11'g00 1dah00t'8̣l'g77baa 1konisin doolee[.**  
 I will understand connections between my culture, sacred sites and historical events.

**7th – 12th** **Nihe'4'ool'8̣, dahodiyingo nahaz'33g00 d00 nihik4yah bik11'g00 1dah00t'8̣l'g77shil b44h0zin doolee[.**  
 I will make connections between my culture, sacred sites and historical events.

Performance Objective 2	12	11	10	9
<b>9<sup>th</sup>-12<sup>th</sup></b> <b>PO 2 Din4k'ehgo 1[ch7n7 nilz4egi na'nitin nih1 niily1h'g77shil b44 h0zin doolee[.</b> I will demonstrate knowledge of traditional Rites of Passage.	Apply concepts of Kinaaldá teachings and proper behavior and be able to assist families with learned knowledge when necessary.	Research other Native American tribal rites of passage beliefs and teachings and compare Diné people.	Participate and lead by example the proper behavior of Diné woman and man.	Summarize the Navajo Changing Woman story and share her teachings to younger peers, male, and female.

<p><b>7<sup>th</sup>-8<sup>th</sup></b>  <b>PO 2 Din4 k'ehgo na'nitin b1 sil47baa n1h1shne' doolee[.</b>  I will present a teaching based on Diné philosophy.</p> <p><b>4<sup>th</sup>-6<sup>th</sup></b>  <b>PO 2 Bi[ k44dahasht'7nii nihe'4'ool'8[ d00 bee dahiin1anii shi[ b44 h0zin doolee[.</b>  I will demonstrate my cultural knowledge gained from my immediate family.</p> <p><b>PreK- 3<sup>rd</sup></b>  <b>PO 2 Din4 bidah naat'a'7d00 bibee 7diidl7d bee 44dah0zin7[7baa 1konisin doolee[.</b>  I will identify symbols of the Navajo Nation.</p>	8	7	6	5
	Summarize and present a Diné teaching about proper and acceptable male and female behavior.	Inform family and siblings of knowledge gained about Kinaaldá practices and show support in the Diné teachings.	Implement the teachings of Kinaaldá by practicing the knowledge gained from immediate family.	Be observant and respectful of puberty stages for male and female.
	4	3	2	1
	Display acceptable female and male behavior indoors and outdoors.	Describe the meaning for the symbols depicted in the Navajo Nation flag and Navajo Nation seal.	Explain how livestock and native crops are used for economic purposes and Diné livelihood.	Illustrate the Navajo Nation flag and seal and explain the reasons and purposes for the symbols.
	K		PreK	
	Tell how symbols are used – restroom symbols, street signs, street lights, etc.		Recognize the Navajo Nation flag and seal.	

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

**Standard:**     **Din4 bibee'4'ool'8̣ d00 1dah00t'8̣l7̣7̣shif̣ nil9̣go 1d'7̣n7̣ht'i' doolee[.**  
 I will understand historical/factual events, people and symbols that influence my family.

**Concept 2:**

**PreK – 3rd**     **S'ool'8̣ n1k44' hane'7̣7̣d00 1dah00t'8̣l7̣7̣d00 bee 4dah0zin7̣7̣shif̣ haz'1n7̣gi baa 1konisin doolee[.**  
 I will understand historical events, people, and symbols with significant ties to my family.

**4th – 6th**     **Nihe'4'ool'8̣, dahodiyingo nahaz'33g00 d00 nihik4yah bik11'g00 1dah00t'8̣l7̣7̣baa 1konisin doolee[.**  
 I will understand connections between my culture, sacred sites and historical events.

**7th – 12th**    **Nihe'4'ool'8̣, dahodiyingo nahaz'33g00 d00 nihik4yah bik11'g00 1dah00t'8̣l7̣7̣shif̣ b44h0zin doolee[.**  
 I will make connections between my culture, sacred sites and historical events.

Performance Objective 3	12	11	10	9
<p><b>9<sup>th</sup>-12<sup>th</sup></b>  <b>PO 3 Din4 bik4yah</b>  <b>bik11'g00 d00 binaag00</b>  <b>dah naat'a'7d00 bee</b>  <b>'7diidl7̣l ch0dao'7̣n7̣7̣</b>  <b>ah22h naashnil doolee[.</b>  <b>(Hoozdo, ! sh8̣h Bito',</b>  <b>Yoot0, Dib4 Nitsaa)</b>            I will compare and contrast symbols of Arizona, Utah, New Mexico, Colorado and the Navajo Nation flags and seals.</p>	<p>Synthesize the use and benefits of symbols on each of the Four Corners' state flags and seals by creating a power point presentation.</p>	<p>Compare and contrast symbols of Arizona, Utah, New Mexico, Colorado and the Navajo Nation flags and seals by research and writing activities that involve locating, collecting, organizing, and displaying information.</p>	<p>Make connections of patriotic symbols, develop an 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.</p>	<p>Identify and interpret symbols on the New Mexico, Arizona, Colorado &amp; Utah flags and seals then do an oral presentation in Navajo.</p>

<p><b>7<sup>th</sup>-8<sup>th</sup></b>  <b>PO 3 Nihidah naat'a'7 d00 nihe'7 diidl7d bik'i sinil77d00 11hyi[n 777 baa hodeeshnih.</b>  I will interpret the symbolic representations of the Navajo Nation flag and seal.</p> <p><b>4<sup>th</sup>-6<sup>th</sup></b>  <b>PO 3 Din4 bidah naat'a'7d00 bibee 7diidl7d bee 44dah0zin77baa n1h1shne' doolee[.</b>  I will interpret the purpose and meaning of the Navajo Nation symbols.</p> <p><b>PreK- 3<sup>rd</sup></b>  <b>PO 3 ! d0one'4 nish[777d00 shik'47baa 1konisin doolee[.</b>  I will identify my maternal clan and my extended family.</p>	8	7	6	5
	Synthesize the use and benefits of Diné livestock (horses, sheep, cows) power plants, rainbow, foliage, water, etc., with an oral discussion.	Identify and interpret symbols on the Navajo Nation flag and seal then do an oral presentation in Navajo.	Apply concepts of patriotic symbols to create their family own family banner/flag or seal with symbols and illustration.	Develop an understanding and knowledge of patriotic symbols, develop an understanding of the thought, feelings, and emotions they represent; and develop a sense of Diné identity and patriotism by oral discussion and listen to a presentation by a veteran.
	4	3	2	1
	Memorize and know the interpretation of the symbols of the Navajo Nation flag and seal by show and tell. Learn and sing a Navajo Nation flag song and other patriotic songs in Navajo.	Identify and distinguish their clan protectors and their clan cane by creating their own four clan chart then verbally presenting to peers.  Distinguish and differentiate the four original clans and their characteristics by presenting a visual presentation to peers.	Identify, distinguish, and relate to siblings by listing older siblings to left and younger siblings to right on the family tree.	Identify and recall the maternal clan and extended family. Distinguish family lineage by creating family tree.
	K		Pre-K	
	Recognize and becoming aware of family lineage. Identify paternal, maternal clans and extended family.		Identify and recognize self and aware of others around and at home.	

## Din4 History Standards Scope and Sequence - Concept 2; PO 4

**Standard:** **Din4 bibee'4'ool'8j d00 1dah00t'8l77shif nil9go 1d7l7n7ht'i' dooleef.**  
 I will understand historical/factual events, people and symbols that influence my family.

**Concept 2:**

**PreK – 3<sup>rd</sup>** **S'ool'8j n1k44' hane'77d00 1dah00t'8l77d00 bee 4dah0zin77shif haz'1n7gi baa 1konisin dooleef.**  
 I will understand historical events, people, and symbols with significant ties to my family.

**4th – 6th** **Nihe'4'ool'8j, dahodiyingo nahaz'33g00 d00 nihik4yah bik11'g00 1dah00t'8l77baa 1konisin dooleef.**  
 I will understand connections between my culture, sacred sites and historical events.

**7th – 12th** **Nihe'4'ool'8j, dahodiyingo nahaz'33g00 d00 nihik4yah bik11'g00 1dah00t'8l77shif b44h0zin dooleef.**  
 I will make connections between my culture, sacred sites and historical events.

Performance Objective 4	12	11	10	9
<b>9<sup>th</sup>-12<sup>th</sup></b> <b>PO 4 ! d0one'4 nish[7n777</b> <b>binahj8 na'nitin d00 hane'</b> <b>57ahTazl1h77bee</b> <b>7shj1n71d7n7zin dooleef.</b> I will apply kinship by using the appropriate teachings.	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.	Utilize the clanship for appropriate teasing to others (do's and dont's, who and when teasing is appropriate) by modeling/role-playing activities.	Synthesize the use of clans to determine kinship by listening to speakers/presenters or peers then make a list.	Apply the concept of kinships including greetings, addressing older and younger family and extended family members by creating a flow chart.

<p><b>7<sup>th</sup>-8<sup>th</sup></b>  <b>PO 4 ! d0one'4</b>  <b>nish[ʔnʔg77binah]8</b>  <b>na'nitin d00 hane'</b>  <b>bidahaazl1hʔg77baa</b>  <b>hashne' doolee[.</b>  I will explain information of my clan origin stories.</p> <p><b>4<sup>th</sup>-6<sup>th</sup></b>  <b>PO 4 ! d0one'4</b>  <b>nish[ʔnʔg77binah]8 k'4</b>  <b>shi'd0'n7 doolee[.</b>  I will establish kinship with my peers.</p> <p><b>PreK- 3<sup>rd</sup></b>  <b>PO 4 ! d0one'4</b>  <b>nish[ʔnʔg77bee k'4 dishnʔgo</b>  <b>shik'47yee sh44 dah0sin</b>  <b>doolee[.</b>  I will name my maternal clan so I will be recognized appropriately by people related to me.</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 a Venn diagram.	Research personal clans' origin and the characteristics then share with peers through an oral report.	Interview other school staff employees, students about clans then chart and identify kinships.  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 student's clan and have them identify relationships with peers.	Memorize and recite introduction using four clans.	Memorize and recite four clans including parent names, age, and grade.	Memorize and recite four clans in Navajo.
	K		Pre-K	
	Memorize and recite first two clans ( nish[ʔb1shʔshch7n) and their given names.		Introduce themselves by names and first two clans.	