

Oral Diné Language Scope and Sequence - Concept 3; PO 1

Standard: **Din4 bizaad d00 bibee'0'ool'8{ choosh'9go 7&7ts'33' d00 bee y1shti'go saad biki'i'diisht8h doolee[.**
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand what I am being taught and understand appropriately.

Concept 3: **Iin1**

PreK-3rd **Hane' b0hoo['3'4g77baa hashne' doolee[**
I will utilize the Diné language.

4th-12 **Hane' b0h00['3'4g77baa hashne' doolee[**
I will utilize the Diné language to prevent information in a variety of situations.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 Shizaad d00 she'4'ool'8{ bidziilgo bee na'nishtin doolee[. I will present a persuasive speech on a cultural topic</p>	Support and refute how Navajo Nation issues connect to self, family, community, and nation by developing a platform.	Compare and contrast school topics that effect their local communities and develop a presentation for the Chapter House.	Compare and contrast school topics that effect their local communities and develop a presentation for their local school.	Research relevant issues and topics relevant to self, family, and community and provide inferences for support.

<p>7th-8th PO 1 Hasto07d00 s1anii baa hane' danil7n7g7n1t'33' baa n1h1shne' dooleel. I will interview an elder on a culture topic and present.</p> <p>4th-6th PO 1 Baa y1ti'7g7 nin1s7k1a'go n1t'33' baa n1h1shne' dooleel. I will research a topic and give an oral report.</p> <p>PreK- 3rd PO 1 Hane' y1zh7baa n1h1shne' dooleel. I will describe a character in a short story.</p>	8	7	6	5
	Interview and reflect on the interview by drawing conclusions of	Establish criteria for developing and formulating questions for interviews.	Analyze and deliver research study to school, community, and present at Chapter meetings or school board meetings.	Investigate and make connections of how research topics affect self, family, community, and nation.
	4	3	2	1
	Identify and list topics for research and explore ways for presentation (i.e., power point, digital storytelling, oral, written, project boards, teams, etc.)	Translate Navajo literature and explain moral teachings by developing media and art presentations for delivery to younger grades.	Use context clues to develop questions and find the answers for the literature and develop a Jeopardy game.	Recall story elements and details of story structure such as sequence of events, characters, plot, and setting using concept maps or webbing.
	K		Pre-K	
	Recall and tell story elements through role-playing.		Recognize story elements and identify story structures using illustrations.	

Oral Diné Language Scope and Sequence - Concept 3; PO 2

- Standard:** **Din4 bizaad d00 bibee'0'ool'8[choosh'9go 767'7ts'33' d00 bee y1shti'go saad biki'i' diisht8h doolee[.**
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand what I am being taught and understand appropriately.
- Concept 3:** **Iin1**
- PreK-3rd** **Hane' b0hool['3'g77baa hashne' doolee[**
I will utilize the Diné language.
- 4th-12** **Hane' b0h00['3'4g77baa hashne' doolee[**
I will utilize the Diné language to prevent information in a variety of situations.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 Hane' 'atah hadish[aa'g77 be'esh'9 doolee[I will perform a student created skit to an audience.</p>	Choose play and skit scripts depending on audience and carry out, present, and act out plays developed from previous grades.	Check and correct scripts and create production for plays and skits.	Develop, create, and write scripts for plays and skits using flow charts and mind mapping.	Prepare and conduct surveys to generate ideas for topics for skits and plays and organize using graphic organizers.

<p>7th-8th PO 2 Hane' biyi' '1dah00t' 881'g77 bik'i' diisht' 88go beesh' 88 doolee]. I will inact cultural stories.</p> <p>4th-6th PO 2 Hane' '1sh[aa'g77 bik'eh 11sht' 88go baa hashne' doolee]. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>PreK- 3rd PO 2 Hane' baa y1shti' g77naashchidgo baa n1h1shne' doolee]. I will use puppetry, acting, and imitation to present information.</p>	8	7	6	5
	Write and perform a play based on cultural story.	Identify cultural stories appropriate for role-playing and performance in regards to seasons and develop concept maps showing timelines reflecting the stories.	Prepare and conduct media presentations (power point, video, I-movie) to demonstrate how expression is shown in various situations and depending on audience.	Explore ways to practice and experiment with expression and emotions to dramatize situations and audience.
	4	3	2	1
	Observe facial expressions, body language, and gestures of how people express emotions according to situation and audience.	Collaborate with peers to create and write simple scripts for puppet shows to be delivered to younger grades in the surrounding schools.	Brainstorm and list situations common to school, home, and community, and role-play situations.	Respond and demonstrate through gestures, facial expressions, and role-playing career occupations
	K		Pre-K	
	Demonstrate and reflect through show and tell.		Use free speech with puppetry, dramatic play areas and items to develop oral Diné language.	

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Performance Objective 3	12	11	10	9
9th-12th PO 3 Ch'iy11n a[taas'47 [a' 1deesh[7[d00 bee nina'd74esht8[. I will prepare a traditional dish and share the recipe.	Design and create digital recipe books for traditional dishes and apply concepts from previous grades to practice and demonstrate preparation of the dishes and implement peer evaluation and assessments.	Develop questions and interview elders to elaborate on cultural significance and explanation of traditional dishes.	Define traditional utensils used to prepare traditional dishes and create flowcharts to explain the process for the dish preparation and develop media books showing preparation.	Brainstorm and list traditional foods common to Diné and their communities. Research traditional foods and create media presentations.

<p>7th-8th PO 3 Din4 bibee' '0'ool'88 [a' baa hashne' doolee]. I will show and tell about a cultural item.</p> <p>4th-6th PO 3 She'4'ool'88 baa 1konisin77baa n1h1shne' doolee]. I will demonstrate my cultural knowledge in oral presentations.</p> <p>PreK- 3rd PO 3 Shizaad doo shi[nanit['ag00 bee y1шти' doolee]. I will speak Diné language using grammar accurately.</p>	8	7	6	5
	Collect and display cultural items for presentations. Make observations through research and explain the purpose, and describe cultural items utilizing handling verbs.	Develop a matrix for handling verbs. Practice and demonstrate how handling verbs are classified using cultural items.	Draw connections to how the cultural item is used in their own lives and create a media presentation explaining gained knowledge.	Choose individual cultural items to research and prepare a media report about the topic of study and create presentations for peers and schools.
	4	3	2	1
	Brainstorm, list, and classify cultural items used depending on seasons, situation, and audience.	Collaborate to discuss and reflect on the value, significance, and importance of cultural items. Communicate discussion and reflection using visual-aids.	Explain by describing how cultural items are utilized in given situations and	Identify and list simple cultural items. Specify using background knowledge and connect how cultural items are utilized.
	K		Pre-K	
	Recall, connect, and share situations and audience where cultural items are utilized.		Observe and recognize situations and audience where cultural items are utilized.	

Oral Diné Language Scope and Sequence - Concept 3; PO 4

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Concept 3: Iin1

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4th-12 Hane' b0h00['3'4g7baa hashne' doolee]
I will utilize the Diné language to prevent information in a variety of situations.

Performance Objective 4	12	11	10	9
9th-12th PO 4 Din4 k'ehj7sin a['22n 1daat'4h7g7[a' bee hashtaa[doolee]. I will use a variety of Diné songs.	Choose songs appropriate for situations, audience, and season. Identify patterns of Diné songs. Recite and memorize songs. Participate in showcases, competitions, and celebrations.	Choose songs appropriate for situations, audience, and season. Identify patterns of Diné songs. Recite and memorize songs. Participate in showcases, competitions, and celebrations.	Choose songs appropriate for situations, audience, and season. Identify patterns of Diné songs. Recite and memorize songs. Participate in showcases, competitions, and celebrations.	Choose songs appropriate for situations, audience, and season. Identify patterns of Diné songs. Recite and memorize songs. Participate in showcases, competitions, and celebrations.

<p>7th-8th PO 4 Din4 ke'hj7sin t'11 b1 nee nahaz'1n7 g0ne' [a' bee hashtaa] doolee[. I will sing a song that is seasonally appropriate.</p> <hr/> <p>4th-6th PO 4 Has[32gi hane' naach'22h [a' hashne' doolee[. I will recite a poem in front of an audience.</p> <hr/> <p>PreK- 3rd PO 4 T'11 din4j7sin [a' bee hashtaa] doolee[. I will sing a simple song.</p>	8	7	6	5
	Identify and recognize protocols for songs depending on season, situation, and audience.	Identify and recognize protocols for songs depending on season, situation, and audience.	Locate Diné poets and interview them. Communicate and share interview reflections through a digital media presentation.	Analyze and classify different types of Diné poetry and express ideas via art.
	4	3	2	1
	Identify and recognize patterns, and practice writing different types of poetry and their formats. Recite poems for classrooms and peers.	Memorize, recite, and perform Diné songs for demonstration and presentations for grades, school, and community.	Memorize, recite, and perform Diné songs for demonstration and presentations for grades, school, and community.	Collect and display written Diné songs for recitals.
	K		Pre-K	
	Identify and show Diné songs using TPR.		Recognize and recite Diné songs using TPR.	