

Din4 Character Standards Scope and Sequence - Concept 2; PO 1

Standard: **K’4 hwiinidzin d00 1d1hozd7zin bee had7n7sht’4e doolee[7g77b0hwiideesh’11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 2:

PreK-12th **! d1hozd7zin doolee].**
 I will practice and maintain the sacredness of self-identity.

Performance Objective 1	12	11	10	9
9th-12th PO 1 Na’nitin b0hoo[’33’7g77bee 1n7sht’4e doolee]. I will model Din4 teachings in my daily life.	Student will research seasonal teachings and apply concepts to create a calendar with seasonal teachings. Student will compare and contrast seasonal activities with the traditional Diné calendar and western calendar. Student will share and create calendars for peers, and bilingual programs.	Students will attend public social functions and observe elderly behavior. Student will demonstrate and compare proper behavior in public interactions with relatives, kin relatives, and clan relatives.	Student will research and illustrate the migratory route of their four clans into their present location. Student will create maps and share with peers and family.	Student will research and publish their family history and produce a family tree.

<p>7th-8th PO 1 Na'nitin be'esh'ḡḡ doolee[. I will practice cultural teachings.</p> <p>4th-6th PO 1 ḡḡḡts'32'go binahj8 bḡḡashidi'neezt3'ḡḡ choosh'ḡdoolee[. I will listen to and apply Din4 teachings.</p> <p>PreK- 3rd PO 1 ḡḡḡts'32'go na'nitin baa 1konisin doolee[. I will listen and observe cultural teachings.</p>	8	7	6	5
	<p>Interview elderly to explain the meaning of T'11 sh1 bik'ehgo Na'nitin. Students will identify examples of this teaching and share with peers. Examples include clockwise thinking process, (mountains, directions, clan introductions)</p>	<p>Students will research maternal and paternal clan locations of where the student is from. Student will organize research using writing process. Students will share and present to family.</p>	<p>Students will research tools and ways traditional foods were prepared using traditional appliances. (Adobe ovens, stirring sticks, rock grills, etc.,) Create sketches or find photographs to create a booklet to share with peers and share and develop for bilingual programs to utilize.</p>	<p>Students will organize and plan how to create a traditional foods recipe book with photographic step by step directions.</p>
	4	3	2	1
	<p>Student will research and identify Diné traditional foods that were eaten and identify traditional foods still eaten today. Students will use a Venn Diagram to compare and contrast information.</p>	<p>Students will identify sub clan groups of their four clans and create a chart to show sub clans. Students will research history of student four clans and create a clan history book to share with family.</p>	<p>Students will recognize relationships with peers using a clan color code chart and identify each other by clan relationship.</p>	<p>Student will introduce self in the appropriate traditional way. Students will recognize clan relations by creating a clan color code chart for each student and compare colors with each other. Students will graph clans that are present in the classroom.</p>
	K		Pre-K	
<p>Student will recognize self as Diné and distinguish self-identity beginning with four clans. Student will repeat, recall, and recite beginning introduction of self with four clans every day.</p>		<p>Student will recognize self as a boy or girl. Student will recognize rules and consequences.</p>		

Din4 Character Standards Scope and Sequence - Concept 2; PO 2

Standard: **K'4 hwiinidzin d00 1d1hozd7zin bee had7n7sht'4e doolee[7g77b0hwiideesh'11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 2:

PreK-12th ! d1hozd7zin doolee].
 I will practice and maintain the sacredness of self-identity.

Performance Objective 2	12	11	10	9
9th-12th PO 2 B0hool'32'ii bee had7n7sht'4h7g77d7n7zingo bee yish1a[doolee]. I will show value of who I am through Din4 teachings.	Student will research the proper clan introduction by interviewing elderly. Write a proper introduction and critique one's introduction from being video recorded. Student will create a presentation to share research information with peers and explain the proper clan introduction.	Students will research the value of how clan relatives contribute to helping each other in social situations such as ceremonies.	Students will distinguish, recall, recite, and repeat the four clans of the Holy People. Student will research the history of the four clans of the Holy People.	Students will distinguish, recall, recite, and repeat the four original clans. Student will write a research essay on the history of the four original clans.

<p>7th-8th PO 2 Yish11[g00 sh7ni' d00 shits'7s d7n7ingo bee 1daah33h nisdzin doolee]. I will show and respect my mind and body.</p>	<p>8</p> <p>Student will draw conclusions from research and write an essay on the rules and restrictions of clanship. Taboos Rules Restrictions</p>	<p>7</p> <p>Student will research the history of Traditional Puberty Ceremonies. Student will explain why Puberty ceremonies are significant for respecting one's mind and body. Student will make a presentation for teenagers who are becoming of age and share information on a power point for bilingual teachers.</p>	<p>6</p> <p>Students will use observations from home, school, and community to identify negative effects from drugs and alcohol. Students will research information on the physical effects from utilizing drugs and alcohol. Students will identify and list ways to make wise choices to prevent them from going down the negative road. Students will share information with peers from school for awareness.</p>	<p>5</p> <p>Students will utilize background knowledge to identify and list negative choices they see at home and school. Student will identify cause and effects of making negative choices at home and school.</p>
<p>4th-6th PO 2 H0dz2'go 7h1n7g77 bee nits4skeesgo naash1a doolee]. I will develop wise things in my personal life.</p>	<p>4</p> <p>Students will list positive things in their lives at home, school, and community. Student will draw conclusions to how they will maintain that positive atmosphere at home, school, and community. Student will recognize the rewards of making positive choices by creating a flowchart.</p>	<p>3</p> <p>Student will identify types of homes and study their significance by comparing and contrasting modern and traditional hogans.</p>	<p>2</p> <p>Identify, repeat, recall, and recite the six sacred mountains. Student will interpret and relate how they connect to make a home for the Diné people. Apply concepts to explain ways to take care of a home .</p>	<p>1</p> <p>Student will create a family lineage tree with maternal and paternal grandparents. Student will recognize the relationship connection of their clan using their family lineage tree.</p>
<p>PreK- 3rd PO 2 Nihina' nitin baa 1konisin doolee]. I will recognize Din4 teaching of self-identity.</p>				

	K	Pre-K
	<p>Student will identify, recognize, and name the following family members: shim1, shizh4'4, sh7naa7, sh1d7, shideezh7, shitsil7, shicheii, shim1s1n7, shin1l7hast8h, shin1l7asdz33h. Student will illustrate and name family members. Student will create a family tree booklet.</p>	<p>Student will recognize that their family consists of shim1, shizh4'4, sh7naa7, sh1d7, shideezh7, shitsil7, shicheii, shim1s1n7, shin1l7</p>

Din4 Character Standards Scope and Sequence - Concept 2; PO 3

Standard: **K'4 hwiinidzin d00 1d1hozd7zin bee had7n7sht'4e doolee[777b0hwiideesh'11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 2:

PreK-12th ! d1hozd7zin doolee[.
 I will practice and maintain the sacredness of self-identity.

Performance Objective 3	12	11	10	9
9th-12th PO 3 !in1 Bits7il4ii bee y1shti' doolee[. I will express the Din4 way of life.	Student will create a flowchart of how they see themselves in 20 plus years. Student will create an ideal life at that time. Students will use photographs, illustrations, and items to create their ideal life in 20 years.	Student will identify how Navajos and Western thought determine success. Student will synthesize what they feel is the ultimate definition of success from a Navajo point of view.	Student will differentiate the meaning of Diné way of life from a traditional view point. Student will compare and contrast Western and Dine view points of iina.	Student will predict what they feel is the Diné way of life according to learned concepts from parents, grandparents, elderly, medicine people, philosophers, and background knowledge. Student will explain this phenomena in terms of observations and experiences.

<p>7th-8th PO 3 Iin1 Sil4ii choosh'᠑ d00 bee hinishn1a doolee[. I will practice Diné Way of Life.</p>	<p style="text-align: center;">8</p> <p>Student will only use positive words when talking – When student speaks with others, only use positive words. Omit negative words, such as “don’t”, “can’t”, “not”, “won’t”, and “no.”</p> <p>Student will fill their mind with positive thoughts – Constantly look for things to be positive about. Find things you like about yourself, other people, and your life. The more you focus on the positive, the easier it will be to think positive thoughts,</p>	<p style="text-align: center;">7</p> <p>Student will recall all the successes throughout their lives from memory. Student will create achievable goals to add to their successes.</p>	<p style="text-align: center;">6</p> <p>Keep an eye out for things to be grateful for – a sunset, a smile from a stranger, a good commute. Keep a gratitude journal where everyday student will list all the things they have to be grateful for. Student will read the journal when feeling down so they can fill their mind with positive thoughts.</p>	<p style="text-align: center;">5</p> <p>Student will recall and write about negative things from their past in a journal. Student will accept the disappointment by writing about and focusing on their future by sharing positive goals.</p>
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<p>4th-6th PO 3 Shints4kees baa 1h1shy32go naash1a doolee]. I will display and safeguard my thoughts.</p> <p>PreK- 3rd PO 3 Hooghan haz'32gi na' nitin baa 1konisin doolee]. I will identify the teaching of home life.</p>	4	3	2	1
	<p>Student will say something positive about self every time he/she sees image or reflection of self.</p>	<p>Student will identify and discuss appropriate and acceptable attitude and behavior in a home. Student will identify the significance of communal style living in a Hogan. Interview students who live in Hogans to share significant information about communal style living.</p>	<p>Student will identify and explain the significance of parts of a Hogan. For example, doorway, central home fire, four directions of a Hogan where home items are to be placed. Student will create a diorama to show identified parts.</p>	<p>Student will list ways they help take care of their home. For example, having chores, taking care of pets, keep. Students will identify and list why it is important to take care of their home.</p>
	K		Pre-K	
	<p>Student will identify and list routines at home and identify who taught them how to do chores and tasks at home. (folding clothes, helping with dishes, picking up trash, wiping tables and chairs, etc.,)</p>	<p>Student will recognize rules at home. Students will recognize and share what their parents tell them about rules at home.</p>		

Din4 Character Standards Scope and Sequence - Concept 2; PO 4

Standard: **K’4 hwiinidzin d00 1d1hozd7zin bee had7n7sht’4e doolee[77b0hwiideesh’11].**
 I will develop and apply critical thinking to establish relationships with the environment.

Concept 2:

PreK-12th **! d1hozd7zin doolee[.**
 I will practice and maintain the sacredness of self-identity.

Performance Objective 4	12	11	10	9
<p>9th-12th PO 4 Shooh hodindzin77 bee na’nishtin doolee[. I will model and teach Din4 moral practices.</p>	<p>Student will identify roles and responsibilities of being a spouse and as a parent. Student will synthesize roles using background knowledge and interviews from parents, elderly, teachers, community leaders, and spiritual leaders.</p>	<p>Student will research roles and responsibilities as a responsible young man and woman according to Dine teachings. Student will compare and contrast how the roles and responsibilities have changed throughout time. Student will share with peers.</p>	<p>Student will research the history and source of 2 Navajo teachings that emphasize moral practices. (Clanship protocols, taboos, mental and emotional protocols, Sibling protocols, etc.,) Student will share with peers.</p>	<p>Student will research and define what morals mean. Student will identify and recognize their own morals and explain their source. Students will share information and find peers with similar morals and discuss their sources.</p>

<p>7th-8th PO 4 Shooh hodindzin 77binahj8 1daa 1konisin doolee[. I will comply with the Diné moral practices.</p> <p>4th-6th PO 4 Nits1h1kees hazh0'0 choosh'9go bee yish11[doolee[. I will explain good judgements that I use to guide me.</p> <p>PreK- 3rd PO 4 Shooh hodindzin baa 1konisingo bee ak'ehonish'9doolee[. I will demonstrate self-discipline by following Diné teachings.</p>	8	7	6	5
	Student will research and compare and contrast similar taboos from other Native American tribes. Student will share Venn Diagram with peers.	Student will research Navajo taboos and their consequences. Students will share information with peers and explain the reasons of consequences.	Student will research and interview Navajo judges and interview them to find out how they use judgment to make decisions in court cases. Students will share information with peers.	Students will research Navajo Nation headlines involving social ills. Student will analyze and draw conclusions on how they would solve social ills using their judgment. Student will explain their reasoning through writing.
	4	3	2	1
	Students will use examples of scenarios and apprise their decision to solve non-routine problems. Students will explain their choices.	Student will recognize and identify community rules and list consequences if rules are broken. Student will list ways offenders can establish routines as part of self-discipline to improve behavior and attitude. Students will create a chart to share with peers, school, family, and community leaders.	Students will organize a parent night on a monthly basis and encourage parents and child to role play behaviors and attitude and discuss ways to improve behavior and attitude. Families will develop goals together to accomplish improvements.	Teacher will arrange opportunities for students to make positive choices that will guide them and earn practical incentives.
	K		Pre-K	
	Student will identify and list ways to implement sharing in the classroom. Student will earn stickers for each act of sharing noticed by the teacher. Teacher will acknowledge moments of sharing and earned stickers placed on incentive chart.		Student will recognize and implement ways to share with peers.	