

District Curriculum for Dine Studies
Quarter One

PACING Guide

(Din4 Language & Culture - (SPED-Pre-K-8th))

July 30 to Aug 08
Rules

Unit 1 A

Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo</u> <u>Nation</u> Standard:	Essential Question (HESS Matrix)	Learning Goals	Vocabulary
Posters Respect others, and properties Listen to teacher Follow direction	Pre K-3 DC C1 PO 3 I will recognize self- respect. C2 PO4 I will demonstrate self- discipline by following dine' teachings. C3 PO4 I will speak kindly to others. C4 PO2 I will express and value my parent's dine' way of life teaching.	Why do we have rules? What are the consequences? Why do we learn the Navajo Language? Why is it important to have everyone reach for the same goal? Who makes the rules?	Balanced level of safety Fairness I will know the classroom rules Remind, reinforce, Reteach I will know the school rules	Rules consequences Goals Classroom rules, various signs in the school campus, visual aid, sentence strips

	<p>Pre K-3 DC C1 P01 I will take care of myself.</p> <p>Pre K-3 DG C1 P02 I will identify ways the council delegates make rules.</p> <p>C1 P02 I will be aware of safety procedures.</p> <p>C2 P02 I will develop my thoughts through Dine' values.</p> <p>C4 P02 I will follow directions.</p> <p>Pre K-3 DH C1 P03 I will describe present events</p> <p>C4 PO 4 I will identify historical events in different eras.</p> <p>Pre K-3 OD C1 P02 I will respond accurately to commands and instructions.</p> <p>C2 P01 I will ask simple questions about daily routines.</p>			
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<p style="text-align: center;">Aug 11 – Sept 5 Clan/Commands</p>				
Unit 1A				
Aug 25 to Sept 4 pre-test				
Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation</u> <u>Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
<p>K'4 d00 K'4 Ts'Os7 Nanich'22h by Curtis Yanito</p> <p>!d0one'4 Baa Hane' Blanding Din4 Content Standards</p> <p>Y1'1t'44h Ab7n7; Navajo Language Lesson Songs (Pg.1)</p> <p>)lta'g0o Diit'ash by Dolly L Yazzie</p> <p>H11d0one'4 sha' nil9</p>	<p>Pre K-3rd DH C1PO-1 I will name my four (4)immediate clans DH C2 PO 3 I will identify my maternal clan and my extended family. DH C3 PO 4 I will recognize the relationship of the historical and factual events DH C4 PO 1 I will identify my family history and their livelihood</p>	<p>Haash yit'4ego ak'eh hoji[98 [eh?</p> <p>Ha'1t'77sh biniiy4 k'4 h0l=?</p> <p>Haash d0one'4 n7l9? Bee shi[holne'.</p> <p>H17sh da nik'47?</p> <p>Haash yit'4ego k'4 jin7i [eh?</p>	<p><u>Students will Respond</u> to simple commands, questions, and requests.</p> <p>Students will <u>make</u> simple request.</p> <p><u>Students will Show</u> respect to self and others.</p> <p>Students will <u>Express</u> h0zh=.</p> <p>Formally <u>introduce</u> him/herself to others.</p>	<p>Shi-me Nishli-1st clan Bashishchiin-born for Dashicheii-grandpa Dashinali-grandpa dads father Mother, father, grandparents both paternal and maternal</p> <p>sit down come in close the door listen walk, run I'm here Left-right Restroom</p>

<p>Navajo Language Lesson Songs</p> <p>Din4 Content Standards Am1 d00 Acheii Baahane’</p> <p>U-tube Videos White board Charts Listening centers Laptops Cameras</p>	<p>K-3 DC C1 P01 I will take care of myself K-3- DC C2 PO-2. I will use appropriate kinship terms</p> <p>Pre k-3 DG C2 PO 4 I will demonstrate appropriate greetings. Pre k-3 DG C4 PO-4 I will identify and recognize clan relationship</p> <p>Pre k-3 OD C1 P01 I will listen to and understand everyday situational speech. K-3 OD C1 P02 I will respond accurately to commands and instructions. K-3 OD C3 PO 3 I will speak Dine’ language using grammar accurately. OD PO 4 I will sing simple songs. OD C4 PO 1 I will listen to and understand the dine’ language in the home/school.</p>		<p><u>Answer</u> questions about him or herself.</p> <p><u>Sing</u> song about their clans and other songs.</p> <p><u>Express</u> an appreciation for the Navajo Code Talkers.</p> <p><u>Identify</u> vocabulary words used as a secret code.</p> <p><u>Say</u> the Navajo pledge. <u>Express</u> an appreciation for the Navajo Flag and Seal.</p> <p><u>Identify</u> the symbols of the Navajo Nation Flag and the Navajo Nation Seal.</p>	
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	<p>OD C4 PO 3 I will introduce myself appropriately in public</p> <p>Pre k-3 DCB C1 PO 1 I will recognize ways to express relationship</p>			
<p>Unit 1A</p> <p>Sept 8 – Sept 26</p> <p>handling verbs</p>				
Resources (Content/Academic/ <i>Foundations of Learning</i>)	Din4 Language Culture <u>Navajo Nation Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
<p>Handling Verb Posters by San Juan Heritage Language.</p> <p>songs, books, & games</p> <p>San Juan School District Resource</p> <p>Bingo</p>	<p>Pre K-3 DCB C3 PO 3 I will identify respectful terms.</p> <p>DCB C4 PO 4 I will express and value my grandparent's dine' way of life teaching.</p> <p>Pre k-3 C1 PO 2 I will describe the value of things that I use.</p> <p>Pre k-3 DG C4 P02 I will follow directions.</p>	<p>What do all animals need to survive?</p> <p>What body parts help animals stay safe?</p>	<p><u>Recognize</u> the direct objects associated with handling verbs</p> <p>Storytelling/oral tradition of sheep from cultural perspective</p> <p>Types of sheep used for shearing</p>	<p>l4, kaah, n77[, t88h, yeeh, 1ah, {teeh, j11h, joo[, [b22s, [maas, shood,</p>

	Pre K-3 OD C2 PO2 I will speak using verbs correctly Pre K-3 rd OD C3 PO3 I will speak Dine' language using grammar accurately	What do people use animals for? Should animals be use for food? Do animals have right?	<u>Define</u> the meaning of verb stem based on its characteristics . <u>Students will recognize</u> the direct objects associated with handling verbs	
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Sept 29 – Oct 24
Arts and craft, Clothing, body parts

Unit 1A

Resources (Content/Academic/ <i>Foundations of Learning</i>)	Din4 Language Culture <u>Navajo Nation Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
posters Scissors, Paints, hot glue, craft sticks, beads, yarn, looms. Crayons, colored	K-3 DCB C1 PO3 I will recognize self-respect. C2 PO 1 I will listen and observe cultural teachings. C2 PO 2 I will recognize dine' teaching of self-identity C3 PO 1 I will demonstrate self-respect.	Who are some Native people that you know are artist?	.students will <u>Speak</u> simple sentences.	Diyog7 Beeha'nilchaad9 Beeadzoo7 Beeak'7'nilt[ish Aghaa' Dibe

pencil, markers, paper	<p>K-3-DC-C1-P03: I will recognize cultural items and jewelry.</p> <p>Pre-k-3 DG C2 P03 I will develop and apply a healthy lifestyle.</p> <p>C4 P01 I will recognize my family values.</p> <p>C4 P03 I will show respect for myself</p> <p>Pre K-3 DH C1 P03 I will present events.</p> <p>DH C4 P04 I will identify historical events in different eras.</p> <p>Pre K-3 OD P04 I will identify the vocabulary used in different contexts.</p> <p>C2 P03 I will answer simple questions about myself.</p>	<p>What shape do you see in the Navajo rug patterns?</p> <p>Can anyone be an artist?</p>	<p><u>Give oral commands</u> to classroom peers, family members, etc.</p> <p><u>Respond</u> to oral commands by giving the correct object</p>	<p>Cradle board weaving silversmith</p> <p>head, ears, eyes, nose, mouth, arm, legs, feet, dress, shirt pants, socks gloves, coat belt, hat</p>
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Unit 1A			
(Din4 Language & Culture – (3rd – 5th)			
<u>Rules / Expectations / Commands</u>			
Date	Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation Standard:</u>	Vocabulary
	Student Handbook Classroom Rules	<u>Dine Character Building</u>	Classroom Rules, School Rules,

July 30 – Aug. 08	Common Commands	<p><u>I will Develop and apply critical thinking to establish relationships with the environment.</u></p> <p>Nits1hak55s</p> <p>PO 3. I will demonstrate appropriate generosity</p> <p>Nahat'1</p> <p>PO 4. I will explain good judgements that I use guide me.</p> <p>lin1</p> <p>PO 3. I will show respect to my peers.</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 4. I will Practice life skills from my relatives.</p> <p style="text-align: center;"><u>Oral Dine Language</u></p> <p><u>Utilizing the Navajo and culture, I will listen, communicate observe and understand appropriately.</u></p> <p>Nits1hak55s</p> <p>PO 2. I will listen and seek for specific information.</p> <p>Nahat'1</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 2. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community.</p>	Goals, Consequences, various signs in the school campus, visual aid, sentence strips,
AUGUST 11-15TH BOY TESTING			
Unit 2A			

K'e – Clans, Commands

Date	Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation Standard</u>	Vocabulary
Aug. 18 – Sept. 05 Aug. 24 –Sept. 04 2025 DODE Pre-Test	YouTube Videos White board Charts Listening centers Laptops Cameras	<p align="center">Dine Character Building</p> <p><u>I will develop and apply critical thinking to establish relationships with the environment.</u></p> <p>Nits1h1k55s</p> <p>PO. 1. I will develop personal goals to express relationships.</p> <p>PO 2. I will demonstrate respect and value of my immediate Family.</p> <p>Nahat'1</p> <p>PO 1. I will listen to and apply Dine teaching.</p> <p>lin1</p> <p>PO 2. I will show respect to peers.</p> <p>PO 3. I will cooperate with my peers</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 3. I will express appreciation for the teachings from my relatives.</p> <p>PO 4. I will practice life skills from my relatives.</p> <p align="center">Dine Culture</p> <p><u>I will develop an understanding of dine way of life.</u></p> <p>Nits1h1k55s</p>	Nishli, bashishchiin, dashicheii, dashinali, kot'eego, yinishye, doone'e, shima, shizheii, Woly4, Woly4d66', Shimas1n7, Shiche77, Shinaahai

		<p>PO 1. I will develop my cultural knowledge to build self worth.</p> <p>PO 2. I will organize and keep track of my personal belongings.</p> <p>Nahat'1</p> <p>PO 2. I will express appropriate kinship terms.</p> <p>lin1</p> <p>PO 1. I will identify the basic structures and teachings of various Hogan.</p> <p>Siihasin</p> <p>PO 4. I will acknowledge the duality in nature.</p> <p>Oral Dine Language</p> <p><u>Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.</u></p> <p>Nits1hak55s</p> <p>PO 2. I will listen and seek for specific information.</p> <p>Nahat'1</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 2. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community</p> <p>PO 3. I will introduce myself and my extended family.</p>		
Unit 3A				
<u>Handling Verbs/ Farm Animals</u>				

Days	Resources (Content/Academic/ <i>Foundations of Learning</i>)	<u>Din4 Language Culture</u> Navajo Nation Standard	Vocabulary	
Sept. 08 – Oct. 10	YouTube Videos White board Charts Listening centers Laptops Cameras Handling Verb Posters by San Juan Heritage Lang. Book Animals – Body parts	<p align="center"><u>Oral Dine Language</u></p> <p><u>Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.</u></p> <p>Nits1hak55s</p> <p>PO 2. I will listen and seek for specific information.</p> <p>PO 4. I will identify and name various objects in and around my home.</p> <p>Nahat'1</p> <p>PO 1. I will give oral directions to peers.</p> <p>PO 2. I will use verb modes appropriately to describe what I am doing.</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 2. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community.</p> <p align="center"><u>Dine Character Building</u></p> <p><u>I will develop and apply critical Thinking to establish relationship with the environment.</u></p> <p>Nits1h1k55s</p> <p>PO 3. I will demonstrate appropriate generosity.</p> <p>Nahat'1</p> <p>PO 2. I will develop wise things in my personal life.</p> <p>PO 4. I will explain good judgements that I use to guide me.</p>	l4, kaah, n77[, t88h, yeeh, 1ah, {teeh, j11h, joo[, [b22s, [maas, shood,	

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1st Quarter

Dine' Language & Culture – (6th-8th)

Rules/Expectations/Respect

Date Dine' Content Standard <u>Navajo Nation</u> <u>Standard:</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
July 30-August 1, 2025 <u>Dine' Government Standards:</u> PreK-8th PO 2: I will recognize rules. 4th-6th PO 3: I will identify the positive attributes of a trustworthy person. 7th-8th PO 3: I will list character traits of a trustworthy person. <u>Oral Dine' Language Standards:</u> 4th-6th PO 2: I will listen and seek for specific information.	Why do we have rules? What are the consequences? How is this rule beneficial? Who makes the rules? What are some rules we have here at school? Why is it important to have everyone reach for the same goal?	I will know the classroom rules and school rules. I will know the Student Handbook rules and to reflect back to our student handbook I will understand expectations of being respectful, showing kindness and speaking kindly to others. I will explain how rules are important for me to reach my goals.	olta', olta'i, oho'aa gone, ba'olta'i, Bi Beenahaz'aanii rules, consequences, goal

<p>7th-8th PO 2: I will perform cultural duties asked of me in social settings.</p> <p><u>Dine' Character Building Standards:</u></p> <p>4th-6th PO 3: I will demonstrate appropriate generosity.</p> <p>7th-8th PO 3: I will model kindness and patience.</p>			
<p>August 4-8, 2025</p> <p>BOY Test for all classes</p> <p><u>Dine' Character Building Standards:</u></p> <p>4th-6th PO 2: I will develop wise things in my personal life.</p> <p>7th-8th PO 1: I will apply my thinking to build strong life skills.</p>	<p>What does it mean to be respectful?</p> <p>How do we show respect to one another?</p> <p>How do we speak kindly/ respectfully to one another?</p>	<p>Oral Navajo Language Test - Oral Self Introduction in Dine' Language and BOY written test</p> <p>Grades: 6th, 7th, 8th</p> <p>I will understand expectations of being respectful, showing kindness, and speaking kindly to others.</p>	<p>K'e'hwinnidzin, adahozdilzin, saad, a'daa'ahohwiinigii, bil da'iinishta'igii, baaa jiinishba', sha ahwiint'ii, adilaah, K'e' saad, Jiinishba', Taa'altsoji, Doo shizha'ilii, adil nishdii, adahozdilzin, hadinisht'ee, bohwiideesh'aal, K'e saad, choosh'ii, Jiinishba', T'aa altsoji, sha ahwiint'ii, shizha'ilii,</p>

Self-Identity/Clans/Kinship			
August 11-15, 2025 <u>Dine' History</u> <u>Standards:</u> 4th-6th PO 1: I will explain my maternal clan family and its historical origin. 7th-8th PO 4: I will explain information about my clan origin stories.	<p>How do I demonstrate honesty and integrity using my Navajo cultural clans and kinship? (self-image & self-identity).</p> <p>Why are these important for my academic success and personal relationships?</p> <p>What are your clans?</p> <p>Who is Related to you in the class?</p> <p>How are they related to you?</p> <p>What does your First Clan represent?</p> <p>What color is your first two clans?</p>	<p>I will introduce myself with all four clans.</p> <p>I will say my clans in order.</p> <p>I will know my clans in Navajo and English.</p> <p>I will know the Origin of one clan.</p> <p>I will be able to explain the story of The Clan System-Adoone' Idle.</p> <p>I will be able to know the four original clans.</p> <p>I will be able to know my maternal clan origin story.</p>	<p>Nishli, bashishchiin, dashicheii, dashinali, kot'eego, yinishye, doone'e, adoone'e, asdzani, tselkei, ch'ikei, ch'ikeeh, Dine, shi, shik'ei, dashik'ei shima, shizhe'e, shicheii, shimasani, shinali asdzaan, shinali hastiin, shitsili, bil hai'aazh, bil haijee', bil keehasht'inigii, shinaai, shadi, shideezhi, shi'dishchi, yinishta', iinishta', dzil, nanise', to, tse, binaji' ee dahozinii, naaldlooshii, azhnoolnin, adeehodzilzin, -dee', -igii, -di, -gidzil, nanise', to, tse, binaji' ee dahozinii, naaldlooshii, azhnoolnin, adeehodzilzin, -dee', -igii, -di, -gi</p>

		I will be able to explain the maternal clan family and its historical origin stories.	
Self-Identity/Clans/Kinship			
August 18-22, 2025 <u>Dine' Culture Standards:</u> 4-6 PO 2: I will express appropriate kinship terms. 7-8 PO 2: I will compare the usage of kinship terms with today's society. 4th-6th PO 1: I will explain my maternal clan family and its historical origin. 4th-6th PO 4: I will establish kinship with my peers. 7th-8th PO 4: I will explain information about my clan origin stories.	How do I demonstrate honesty and integrity using my Navajo cultural clans and kinship? (self-image & self-identity). Why are these important for my academic success and personal relationships?	I will express appropriate kinship terms. I will compare the usage of kinship terms with today's society. I will be able to explain my maternal clan family and its historical origin. I will be able to explain information about my clan origin stories.	K'e', Ke' nisdzin, bits'aadoo, K'e hwiindzin
Hogan/Dine Values and Testing Week			
August 25-29, 2025 <u>Dine' Culture Standards:</u>	What is a Hogan? What kind of Hogans are there?	Dine' Language Proficiency Assessment (DLPA) PRE-Test Grade 8th ONLY	Hooghan Bi'aadii, Female Hogan; Hooghan Bika'ii, Male Hogan; alch'i' adeez'ahi, Forked Hogan;

<p>4th-6th PO 4: I will identify and name various objects in and around my home.</p> <p>7th-8th PO 1: I will differentiate the teachings of the Hogan.</p>	<p>How do you say the standard parts of a home (in Navajo)?</p> <p>How do you say fire place in Navajo?</p> <p>What are the traditional teachings of living in a Hogan/home?</p>	<p>Oral Navajo Language Culture Test - Standard Based Assessment (ONLCT-SBA) Pre-Test Grade 8th ONLY</p> <p>I will apply the fundamental Dine teachings of a Hogan using the concept of clanship and kinship (i.e., cardinal directions, colors, clockwise teaching, and contents).</p> <p>I will differentiate between the female and male Hogan</p> <p>I will understand the origins of the Dine Hogans.</p> <p>I will know the significance of the teachings associated with the female and male Hogan</p>	<p>Hooghan Bijaad Lani, Many-Legged Hogan; Hooghan Nimazi, Hogan; ha'a'aah, east; shadi'aah, south; e'e'aah, west; nahookos, north; daadinibaal, door flap; yah e'etiin, entrance, ch'e'etiin, exit; ch'ilayi', chimney; ko', fire; honibaah, fire place; honeeshgish, fire poker; hooghan biyi' silahigii, contents of the Hogan; na'nitin, teachings</p>
<p style="text-align: center;">Hogan/Dine Values and Testing Week</p>			
<p>September 1-5, 2025 <u>Dine' Culture Standards:</u></p> <p>4th-6th PO 1: I will identify the basic structures and</p>	<p>What is a Hogan?</p> <p>What kind of Hogans are there?</p> <p>How do you say the standard parts of a home (in Navajo)?</p>	<p>Dine' Language Proficiency Assessment (DLPA) PRE-Test Grade 8th ONLY</p> <p>Oral Navajo Language Culture Test - Standard</p>	<p>Hooghan Bi'aadii, Female Hogan; Hooghan Bika'ii, Male Hogan; alch'i' adeez'ahi, Forked Hogan; Hooghan Bijaad Lani, Many-Legged Hogan; Hooghan Nimazi, Hogan;</p>

<p>teachings of various hogans.</p> <p>7th-8th PO 1: I will differentiate the teachings of the Hogan.</p> <p><u>Oral Dine' Language Standards:</u></p> <p>4th-6th PO 4: I will identify and name various objects in and around my home.</p> <p>7th-8th PO 1: I will demonstrate my knowledge of material goods through discussion.</p>	<p>How do you say fire place in Navajo?</p> <p>What are the traditional teachings of living in a Hogan/home?</p>	<p>Based Assessment (ONLCT-SBA) Pre-Test Grade 8th ONLY</p> <p>I will know the significance of maintaining the fire place.</p> <p>I will understand why the Hogan faces east</p> <p>I will know the steps to build a Hogan (i.e., nitsahakees, nahat'a, iina, sihasin).</p> <p>I will make observations of my home living environment compared to their grandparents'/relative's home.</p>	<p>ha'a'aah, east; shadi'aah, south; e'e'aah, west; nahookos, north; daadinibaal, door flap; yah e'etiin, entrance, ch'e'etiin, exit; ch'ilayi', chimney; ko', fire; honibaah, fire place; honeeshgish, fire poker; hooghan biyi' silahigii, contents of the Hogan; na'nitin, teachings</p>
Four Directions/Four Colors/Four Mountains			
<p>September 8-12, 2025</p> <p><u>Dine' History Standards:</u></p> <p>4th-6th PO 3: I will interpret the purpose and meaning of the Navajo Nation symbols.</p>	<p>What are the four directions in Navajo?</p> <p>What are the four colors of each direction in Navajo?</p> <p>What are the names of our sacred mountains in Navajo?</p> <p>Why do I have to know about the Four Sacred Mountains?</p>	<p>I will identify the sacred mountains.</p> <p>I will name the colors of each direction and its representation in Navajo.</p> <p>I will distinguish the four directions, colors, and mountains.</p>	<p>San Francisco Peak Dibe Nitsaa Mountains Mt. Taylor Prayers Yellow Songs Turquoise Blue Navajo land Hesperus Jet Black</p>

7th-8th PO 3: I will interpret the symbolic representations of the Navajo Nation flag and seal.	What does each direction/mountain/color represent in our culture?		Sacred North Dawn Dok'ooosliid Sis Najini Blanca Peak Tsoodil South White West East
Four Directions/Four Colors/Four Mountains			
September 15-19, 2025 <u>Dine' History Standards:</u> 4th-6th PO 3: I will interpret the purpose and meaning of the Navajo Nation symbols. 7th-8th PO 3: I will interpret the symbolic representations of the Navajo Nation flag and seal.	What are the four directions in Navajo? What are the four colors of each direction in Navajo? What are the names of our sacred mountains in Navajo? Why do I have to know about the Four Sacred Mountains? What does each direction/mountain/color represent in our culture?	I will label and locate the sacred mountains location on a map. I will label and color code the 4 directions. I will label the 4 directions and their Navajo representation.	San Francisco Peak Dibe Nitsaa Mountains Mt. Taylor Prayers Yellow Songs Turquoise Blue Navajo land Hesperus Jet Black Sacred North Dawn Dok'ooosliid Sis Najini Blanca Peak Tsoodil South White West

			East
Navajo Alphabet/Sounds			
September 22-26, 2025	<p>How many Alphabets are in the Navajo Sound system?</p> <p>How many basic Navajo Vowels are there?</p> <p>Which consonants in the English alphabets are not found in the Navajo Alphabets?</p> <p>How many glottalized consonants are in the Navajo sound System?</p> <p>How many digraphs are in the Navajo Sound system?</p>	<p>I will identify the basic components of the Navajo Sound System.</p> <p>I will compare and contrast the sound system of Dine to English (equivalent and non-equivalent sounds).</p> <p>I will distinguish between individual consonant and vowel sounds.</p> <p>I will read and write individual consonant and vowel sounds in Dine.</p> <p>I will identify and name the diacritical marks in Dine and explain why each is used in the Language.</p> <p>I will practice sounding out the Navajo alphabets (monographs, digraphs, trigraphs) and the low and high tone vowel combinations (Blending sounds).</p>	<p>Saad bee al'7n7, zaat[ah, zaa'11n, diits'a', dadiits'a', deigo diits'a', w0dahgo diits'a', w0yahgo diits'a', ach9shtah diits'a', deigo diits'a', yaago diits'a', niilt[i', saad niyii[t[11d, zaa'11n 1daa[ts'7s7g77, zaa'11n danineez7g77, saad a[ts'1daasdzh, zaa'11n neilo'7, zaa'11n a[aaan 1t'4h7g77 a[hii' sinil, monograph, digraph, trigraph, short low tone, short high tone, short nasal, short high & nasal tone, long low tone, long high tone, long nasal, long high & nasal tone, falling tone, rising tone, diphthong, Din4 N1h0dl0onii, Naadine'4, Din4 bizaad, w0lta', na'adzoh, nab0honitaah, 0hoo'aah, b0hoo'aah,</p>
Oral Dine' Language Standards:	<p>How many trigraphs are in the Navajo Sound system?</p> <p>How do you distinguish between the long and short vowels?</p> <p>Why are diacritical marks important in the Navajo Sound system?</p> <p>What are diphthongs in the Navajo Sound system?</p> <p>Give some examples.</p>		
4th-6th PO 1: I will listen to a speaker and restate the main points.			
4th-6th PO 2: I will listen and seek for specific information.			
7th-8th PO 2: I will recognize patterns in regular and irregular verbs.			

<p>4th-6th PO 1: I will listen to a speaker and restate the main points.</p> <p>4th-6th PO 2: I will listen and seek for specific information.</p> <p>7th-8th PO 2: I will recognize patterns in regular and irregular verbs.</p> <p>7th-8th PO 4: I will converse in complex narratives.</p>	<p>How do you distinguish between the long and short vowels?</p> <p>Why are diacritical marks important in the Navajo Sound system?</p> <p>What are diphthongs in the Navajo Sound system?</p> <p>Give some examples.</p>	<p>explain why each is used in the Language.</p> <p>I will practice sounding out the Navajo alphabets (monographs, digraphs, trigraphs) and the low and high tone vowel combinations (Blending sounds).</p> <p>I will vocalize the unique consonants and vowels to produce accurate sounds (ch', dl, dz, gh, hw,k', kw, [, t[, t[' , ts').</p> <p>I will understand the importance of why diacritical marks are used.</p> <p>I will blend consonants and vowels to accurately pronounce Dine words.</p>	<p>long nasal, long high & nasal tone, falling tone, rising tone, diphthong, Din4</p> <p>N1h0dl0onii, Naadine'4, Din4 bizaad, w0lta', na'adzoh, nab0honitaah, 0hoo'aah, b0hoo'aah,</p>
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Time Line & Resources (Identify textbook, page number or website link & etc.)	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter Navajo History and Government (HS)				
1st Quarter <i>Week ONE:</i>	HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure,	What were the four worlds that are mentioned in Dine history?	Students will recognize and identify the origins of Dine history	History Oral History Self-Identity

Early Navajo History, The First Four Worlds: Black, Blue, Yellow and White Worlds	context, and corroborative value of the source to guide the selection.	What was the role of the Warrior Twins?	Students will recognize and identify specific events such as migrations through the four, previous worlds, the emergence, the discovery of Changing Woman, and the Warrior Twins journey to the Sun.	Clans Changing Woman Warrior Twins Animal Guardians Migrations Emergence War Peace Colonized
Week TWO: The Emergence to the White World and Changing Woman Story	C1.PO3 I will research and analyze Dine historical events.	What are the origins of Navajo clans & adopted clans?		
Week THREE: The Birth of the Warrior Twins and journey to the Sun	HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.	Why is it important to know about clans and kinship?	Students will recognize the purpose of the clans and identify the 4 first clans.	
Week FOUR: The Warrior Twins Kill The Monsters	HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs	What are some reasons Navajos moved west of the Dinétah area towards Canyon de Chelly?	Students will evaluate why the explorers came to this continent.	Dinétah Spaniards Pueblos Mexicans Slavery Raiding Leadership Naat'aanii Chief Manuelito Barboncito Narbona Zarcillos Largo Ganado Mucho Annie Wauneka Chee Dodge Raymond Nakai Peter Macdonald Pete Zah Americans Kit Carson Fort Sumner The Long Walk Treaty of 1868 Oral History Storytelling Livestock Corn Squash Weaving U.S. Army
Week FIVE: The Creation of the Clans and return to Dinétah	HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.	What are some reasons that a state of war existed between Navajos and Spaniards/Mexicans?	Students will evaluate how the early Navajos lived in Dinétah.	
Week SIX: Arrival of Spanish and Colonization	HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.	What were some of the reasons Pueblo Indians joined the Navajos in Dinétah and what were the results?	Students will evaluate how and why the Spaniards came to the southwest.	
Week SEVEN: Arrival of the Americans and Kit Carson and the LONG WALK	HS.SP2.2 Analyze the ways in which perspective shapes recorded history.	What were some reasons why any treaties signed with Navajos failed?	Students will Compare & Contrast varying perspective presented in the readings	
Week EIGHT: The Treaty of 1968 and the Reservation Years	C4.PO4 I will research the purpose of events in a historical timeline.	What is a "scorched earth campaign"?	Students will Predict alternate outcomes to Significant events in Navajo History.	
Navajo Clan Legends; The Story of Changing Woman and How She Created the Four Original Clans.	HS.SP2.2 Analyze the ways in which perspective shapes recorded history.	What were some of the events that resulted in the forced march of Navajos to Fort Sumner, NM	Students will interpret the role of the Navajo Code Talkers in WWII	
Of Mother Earth and Father Sky	C4.PO4 I will research the purpose of events in a historical timeline.	Who are some of the principle Navajo Headmen that are named in Navajo History and what is their significance?	Students will interpret some of the reasons Navajo men joined the military during WWII	
	Exemplify the origin of Navajo clans & adopted clans.	How were the Navajo able to control the economic stability of		
	NS-P01: Identify his/herself in relation to his/her clan family relations through the understanding of traditional Navajo concept of k'e.			

<p><i>Navajo Materials Development Project, Rough Rock, AZ</i></p> <p><i>Navajo; A Century of Progress 1868-1968</i> <i>Martin A Link, Ed.</i></p> <p><i>Navajo Stories of the Long Walk Period</i> <i>Navajo Community College Press</i></p> <p>Treaty of 1868</p> <p><i>Dine; A History of the Navajos</i> <i>By Peter Iverson</i></p> <p><i>The Navajo</i> <i>By Jennifer Denetdale</i></p> <p><i>DINETAH; An Early History of the Navajo People. By L.D. Sundberg</i></p> <p><i>Origins of the Dine</i> <i>By. M. Mitchell</i></p> <p><i>Navajo History VOL 1</i> <i>E. Yazzie, Ed.</i></p>	<p>Native American citizenship and voting rights. P03: Examine the basic political, social responsibilities of citizenship. a. obeying the law, serving on juries, paying taxes, voting, and military service.</p> <p>NS-P010: Describe forms of political involvement available in their community (chapter/council meetings, voting referendum/recall, etc.)</p> <p>NS-P03: Render community services to strengthen self/identify, person values & culture traits (cut firewood, yard work, adopt a grandparent, etc.)</p> <p>P0 6: Examine the perspectives and experiences of the Native Americans in the New Nation.</p> <p>NS-P01: identify & describe significant historical periods & patterns of change within and across culture.</p> <p>NS-P05: Examine narratives describing a variety of American Indian migrations in different regions & The reason for the migration.</p> <p>P0 6: Examine the perspectives and experiences of the Native American in the New Nation.</p> <p>NS-P01: Identify & describe significant historical periods & patterns of change within and across cultures.</p> <p>NS-P05: Examine narratives describing a variety of American Indian migrations in different regions & the reason for the migration.</p> <p>: Examine the sovereignty of tribal governments and their relationships to state and federal governments.</p> <p>Navajo Focus – Contemporary Navajo Government</p>	<p>the southwest during the Spanish/Mexican periods?</p> <p>What was the reason for the creation of the Navajo Nation Government?</p> <p>What was the reason uranium began being mined on Navajo land?</p> <p>What were some of the reasons the U.S. Government implemented Livestock Reduction? How could Livestock Reduction have been avoided?</p> <p>What were some of the things that came about as a result of Livestock Reduction?</p>	<p>Canyon de Chelly Four Sacred Mountains Apache Ute Comanche Colorado River San Juan River Little Colorado River Rio Grande River Fort Defiance Fort Wingate</p>
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	<p>NS-P08: Become familiar with the tribal governmental structure (1940 to Present).</p> <p>NS-P04: Interpret the significance of the Indian Citizenship Act, the Miriam Report of 1928, etc.</p> <p>NS-P05: Comprehend how tribal sovereignty has evolved & NS-P6: Become an active member of the community & make positive contributions to the well-being of the community.</p> <p>NS-P09: Recognize other forms of Social participation in community, volunteering, helping others, etc.</p> <p>E4: Examine persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA, etc.)</p> <p>: Examine the basic political and social responsibilities of citizenship.</p> <p>NS-P01: Examine persistent issues involving the rights, roles & status of the individual in relation to the general welfare.</p> <p>NS-P010: Describe forms of political involvement available in their community (chapter/council meeting, voting, rallies, etc.)</p>			
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Time Line & Resources (Identify textbook, page number or website link & etc.)	Arizona World and Native Dine Education Languages Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
First Quarter Din4 Language II Ganado High school				
WEEKS 1 and 2 Review Historical context of Navajo Language	IC.IM Participate in conversations on familiar topics by using a series of sentences and a few connecting sentences	What is the origin of the word, NAVAJO?	I can identify the origin of the word, NAVAJO	Naabeeh0 Nabehu Din4

<p>Navajo Alphabet, Vowels and consonants, including short & long Vowels <u>Rediscovering the Navajo Language</u> (pp 2-15)</p> <p>WEEKS 3 and 4 Review Consonants Digraphs Glottalized consonants Syllables <u>Rediscovering the Navajo Language</u> (pp 2-15)</p> <p>WEEK 5 and 6 Extended Introduction Statements including name, four clans, place of residence, parents names, grandparents names, hobbies, interests, etc.</p> <p>WEEK 7 and 8 Introduction Statement about One or Both Parents including name, clans, where</p>	<p>IC.IM1 Participate in conversations on familiar topics by using a series of sentences and a few connecting words IL.IL1 Understand the main idea in short, simple messages, presentations, and overheard conversations on familiar topics IR.IMH Understand the main idea of texts related to everyday life, personal interests, and studies PS.IM1 Make simple presentations on a wide variety of familiar topics using connected sentences. PW.IM1 Write and share material about a variety of familiar topics using connected sentences. CUL.AI1 Investigate and describe similarities and differences in practices, products, and perspectives used across cultures (e.g., holidays, family life, historical and contemporary figures) to understand one's own and others' ways of thinking ODL.C1.PO1 I will comprehend Dine Bizaad spoken to me in school ODL.C2.PO1 I will utilize the Dine Language in any setting ODL.C1.PO2 I will respond physically to complex commands</p>	<p>What word do we use to identify ourselves?</p> <p>What Language Family is the Navajo language part of?</p> <p>What tribal nations in the southwest USA speak an Athabaskan language?</p> <p>Why is it important to have a good working knowledge of the basics of learning to read, write, and speak Dine Bizaad?</p> <p>What are all the letters in the Navajo alphabet?</p> <p>What are the vowels in the Navajo alphabet?</p> <p>How are short and long vowels pronounced?</p> <p>What are diacritical marks and how are they pronounced?</p> <p>What are consonants in the Navajo language?</p>	<p>I can identify what language family the Dine language is part of</p> <p>I can identify the tribes in the southwest United States who are Athabaskan speakers.</p> <p>I can identify the letters in the Navajo alphabet.</p> <p>I can identify vowels in the Navajo language.</p> <p>I can identify and pronounce short and long vowels in Navajo language.</p> <p>I can identify and pronounce diacritical marks in Navajo language.</p> <p>I can identify consonants in Navajo language.</p> <p>I can identify and pronounce digraphs and diphthongs</p> <p>I can identify and state my 4 clans.</p> <p>I can write/read my introduction statement</p>	<p>Athabaskan Nadene Z1t['ah Za'11n Y1'1t'44h Yah'in7da'aldah G00 d4shwod T0 [a' yishdI3 T0 [a'n7diishkaah K= = s4d1 T'11sh--d7 H1goo0nee' Yinishy4 Dashijin7 Nish[9 B1sh7shch77n Dashichei Dashin1I7 D66' naash1 Di k44hast'9 Di 77n7shta' Y7g77 y77n7shta' Woly4 Woly44 n7t'66' 1k0t'4ego Ts7[k47 nish[9 Ch'ik47 nish[9 Din4 nish[9</p>
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<p>they're from, residence, age, education, occupation, interests/hobbies and photo</p> <p>WEEK 9 Review of VERBS including Verb Conjugation Model and Pronoun Prefix Model AND Regular and Irregular Verbs. <u>Rediscovering the Navajo Language</u> (p 37)</p>	<p>including postpositions and stories</p>	<p>What are digraphs and diphthongs?</p> <p>What are my four clans?</p> <p>Why is it important to know your clans?</p> <p>How do I know who is related to me by clan?</p> <p>Why is it important to know how to introduce yourself?</p> <p>What additional information can be provided in an introduction statement besides name clans and name of parents?</p> <p>Why is it important to obtain a good understanding of how to use verbs when writing sentences?</p>	<p>providing details beyond clans and basic information using appropriate terminology/vocabulary.</p> <p>I am able to introduce myself appropriately in different contexts and situations.</p> <p>I am able to introduce my parents/guardians in in different contexts and situations</p> <p>I can still recognize and determine appropriate verbs for use in conversing or writing in Dine Bizaad.</p> <p>I am able to conjugate a verb</p> <p>I can distinguish between regular and irregular verbs</p>	<p>Asdz1n7 nish[9 Sh7 Shim1 Shizh4'4 Sh1d7 Sh7naa7 Shideezh7 Shitsil7 Shich'4'4 Shitsi' Shiy11zh Shiye' Shim1 y1zh7 Shid1'7 Shiy11zh Shib7zh7 Shizh4'4 y1zh7 Saad Din4 Bizaad Din4 Bizaad bee k'e'alch7 !d44hodeisz88[Naagh1agi bee nihi[hodeishni Woly4 NiI9 Y1shch77n Dabichei Dabin1I7 D66' naagh1 Di k44h1t'9 Di naalnish Bi[y1'1t'44h Bi[nizh0n7</p>
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Second Quarter

<i>Sept 29 – Oct 24</i> ((Din4 Language & Culture - (SPED-Pre-K-8th) <i>Arts and craft, Clothing, body parts</i>				
<i>Unit 1A</i>				
Resources (Content/Academic/ <i>Foundations of Learning</i>)	Din4 Language Culture <u>Navajo Nation Standard</u>	Essential Question (HESS Matrix)	<i>Learning Goal</i>	Vocabulary
posters Scissors, Paints, hot glue, craft sticks, beads, yarn, looms. Crayons, colored	K-3 DCB C1 PO3 I will recognize self-respect. C2 PO 1 I will listen and observe cultural teachings. C2 PO 2 I will recognize dine'	Who are some Native people that you know are artist? What shape do you see in the Navajo rug patterns? Can anyone be an artist?	.students will <u>Speak</u> simple sentences. <u>Give oral commands</u> to classroom peers, family members, etc.	Diyog7 Beeha'nilchaad9 Beeadzoo7 Beeak'7'nilt[ish Aghaa' Dibe Cradle board

pencil, markers, paper	<p>teaching of self-identity C3 P0 1 I will demonstrate self-respect. K-3-DC-C1-P03: I will recognize cultural items and jewelry.</p> <p>Pre-k-3 DG C2 P03 I will develop and apply a healthy lifestyle. C4 P01 I will recognize my family values. C4 P03 I will show respect for myself</p> <p>Pre K-3 DH C1 P03 I will present events. DH C4 P04 I will identify historical events in different eras.</p> <p>Pre K-3 OD P04 I will identify the vocabulary used in different contexts. C2 P03 I will answer simple questions about myself.</p>		<p><u>Respond</u> to oral commands by giving the correct object</p>	<p>weaving silversmith</p> <p>head, ears, eyes, nose, mouth, arm, legs, feet, dress, shirt pants, socks gloves, coat belt, hat</p>
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<p style="text-align: center;">Oct 27 – Nov 14 Food, harvest, code talker</p>				
Unit 1A				
Resources (Content/Academic/ <i>Foundations of Learning</i>)	Din4 Language Culture <u>Navajo Nation Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
songs, books, & games food bingo food charts	Pre K-3 DCB C1 PO1 I will recognize ways to express relationships. C2 PO3 I will identify the teaching of home life. C3 PO3 I will demonstrate and express kindness C4 PO3 I will identify and appreciate the teachings of life surrounding the home K-3-DC-C3-P03. I will name the various plants within my surrounding.	Haash yit'4ego ch'iyy11n choo'9? Haash yit'4ego nanise' ch'iyy11n al8? What is the main purpose of food?	Student will be able to name and identify different farm animals Students will name and identify culture food and store bought food.	Ch'iyy11n Fruits, veg, meat, dairy Nanise' Plants, corn, beans, potatoes, squash Picking Radio, codes Hweeldi

	<p>C4-PO-4 I will know opposites of nature.</p> <p>Pre-k-3 DG PO3 I will identify emergency resources in the community.</p> <p>C3 PO2 I will recognize the responsibility and duties of time of day.</p> <p>C4 PO2 I will follow directions.</p> <p>Pre-K-3 DH C1 PO4 I will name, recall events, and dates relevant to my current family culture and traditions.</p> <p>C3 PO1 I will identify local historical sites and events.</p> <p>C4 PO2 I will identify how my grandparents kept track of time and seasons.</p> <p>Pre-k-3 ODB C1 PO4 I will identify the vocabulary used in different contexts.</p>			
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	<p>C2 PO3 I will answer simple question about myself.</p> <p>C3 PO2 will use puppetry, acting and imitation to present information.</p> <p>C4 PO I will listen to and understand the Dine' language in the home/school.</p>			
<p>Unit 1A</p> <p><i>Nov 17 – Dec 19</i></p> <p><i>Hogan, farm animals</i></p>				
<p>Resources (Content/Academic/ Foundations of Learning)</p>	<p>Din4 Language Culture <u>Navajo Nation</u> <u>Standard</u></p>	<p>Essential Question (HESS Matrix)</p>	<p><i>Learning Goals</i></p>	<p><i>Vocabulary</i></p>

<p>Teacher pay Teachers</p>	<p>Pre K-3 DCB C1 PO3 I will recognize self-respect. C2 PO3 I will identify the teaching of home life. C3 PO3 I will demonstrate and express kindness. C4 PO3 I will identify and appreciate the teachings of life surrounding the home.</p> <p>Pre K-3 DC C1 PO2 I will describe the value of things that I use. C2 PO1 I will use my cultural teachings about how to take care of earth and sky. C3 PO1 I will recognize the stories of a Hogan. C4 PO1 I will recognize the cultural teachings of the fire. PO2 I will recognize the value of water.</p>	<p><u>Aakeego/Haigo/Daango/Sh98go</u> ha'1t'77sh baa nida'aldeeh [eh? Hahgo sh2' 47 nida'nit'99h? What is the difference between a male and female hooghan? Haash yit'4ego hoghandi 1k1 in7jilwo' [eh?</p>	<p>Students will learn different types of home in their surroundings</p>	<p>Hogan-nimaazi Four element of life: air, water, fire, earth, four direction, four seasons & 4 mountains</p> <p>Cow, horse, cat, dog, pig, goat, sheep, donkey, turkey, duck, chicken</p>
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	<p>Pre K-3 DG C1 PO2 I will be aware of safety procedures.</p> <p>C2 PO2I will develop my thoughts through dine' values.</p> <p>PO3 I will develop and apply a healthy lifestyle.</p> <p>PO4 I will demonstrate appropriate greetings.</p> <p>Pre K-3 DH C1 PO3 I will describe present events.</p> <p>C4 PO3 I will recognize types of dwellings and structure relevant to time in Dine' communities.</p> <p>K-3-OL-C1-PO1: I will listen to and understand everyday situational speech.</p> <p>C2 PO3 I will answer simple questions about myself.</p>			
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	C3 PO4 I will sing a simple song. C4 PO2 I will ask questions about cultural activities at school and home.			
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Unit 4A (3 rd to 5 th)						
Arts and Craft						
Date	Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary	
Oct. 13 – 31 st	posters Basket Teachings Cradleboard Teachings Kelchi' Silversmith Navajo Basket worksheet Cradleboard Worksheet	<u>Dine Character</u> <u>I will develop and apply critical thing to establish relationships with the environment.</u> Nits1h1kees PO 3. I will demonstrate appropriate generosity. Nahat'1 PO 1. I will listen to and apply Dine teachings. lin1 PO 2. I will show respect to my peers.	When is Navajo basket used? Name 2-4 parts of the Cradle board. List 2-3 Navajo Arts and Crafts.	Engage in exploration Identify uses of tools and materials Recognize Navajo Arts and Craft	Kelchi' , Ts'aa' . Aweets'aal, diyogi, sii licheii	

	<p>Arts and craft Interactive notes.</p>	<p>PO 3. I will cooperate with my Peers. PO 4. I will refrain from bullying. Siihasin PO 3. I will express appreciation for the teachings from my relatives. PO 4. I will practice life skills from my relatives.</p> <p style="text-align: center;"><u>Dine Culture</u></p> <p><u>I will develop an understanding of Dine way of life.</u> Nits1h1kees PO 1. I will develop my cultural knowledge to build self worth. PO 2 I will organize and keep track of my personal belongings. Nahat'1 PO 3. I will listen to and retell stories related to elements of nature. lina PO 3 I will recognize the edible plants in my environment. Siihasin PO 4. I will acknowledge the duality in nature.</p> <p style="text-align: center;"><u>Oral Dine Language</u></p> <p><u>Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.</u> Nits1hakees</p>				
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		<p>PO 1. I will listen to a speaker and restate the main points.</p> <p>PO 2. I will listen and seek for specific information.</p> <p>Nahat'1</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 2. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community.</p>				
Unit 5A						
Harvesting, Food (Vegetable), Code Talkers						
Date	Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation</u> Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary	
Nov. 03 – 21	Fall Harvest Poster Food Props Food Chart Food Worksheet (Meat, Vegetable, Dairy) Grandma's Plants Book	<p><u>Dine Character Building</u></p> <p><u>I will develop and apply critical thinking to establish relationships with the environment.</u></p> <p>Nitsa1h1kees</p> <p>PO 3. I will demonstrate appropriate generosity.</p> <p>Nahat'1</p> <p>PO 3. I will listen to and apply Dine teachings.</p>	Identify 10 food items Summarize the historical event (Code Talkers).	<p><u>Define</u> the meaning of verb stem based on its characteristics.</p> <p><u>Recognize</u> the direct objects associated with handling verbs.</p> <p><u>Speak</u> simple sentences.</p>	Ch'iyy11n Fruits, Vegetable, Meat, Dairy Nanise' Plants, corn, beans, potatoes, squash	

	<p>PO 3. I will display and safeguard my thoughts.</p> <p>lin1</p> <p>PO 1. I will speak words that reflect my good character.</p> <p>PO 2. I will show respect to my peers.</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 2. I will show thankfulness for my relatives' values.</p> <p>PO 4. I will practice life skills from my relatives.</p> <p><u>Dine Culture</u></p> <p><u>I will develop an understanding of Dine way of life.</u></p> <p>Nits1h1k55s</p> <p>PO 2. I will organize and keep track of my personal belongings.</p> <p>Nahat'1</p> <p>PO 1. I will retell my cultural teachings of earth and sky.</p> <p>PO 3. I will listen to and retell stories related to elements of nature.</p> <p>lina</p> <p>PO 3. I will recognize the edible plants in my environment.</p> <p>Siihasin</p> <p>PO 4. I will acknowledge the duality in nature.</p> <p><u>Oral Dine Language</u></p>		<p><u>Give oral commands to</u> classroom peers, family members, etc.</p> <p><u>Respond</u> to oral commands by giving the correct object</p> <p>Able to say 8 more food item fluently</p> <p>Recognize food items</p> <p>Identify a historical event</p> <p>Summarize the historical event (Code Talkers).</p>	<p>Animals, pigs, chickens, cows</p>	
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		<p><u>Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.</u></p> <p>Nits1h1k55s</p> <p>PO 2. I will listen and seek for specific information.</p> <p>Nahat'1</p> <p>PO. 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 3. I will use demonstrate my culture knowledge in oral presentations.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community.</p> <p><u>Dine History</u></p> <p><u>I will understand historical/ Factual events, People and symbols that influence my family.</u></p> <p>Nits1h1k55s</p> <p>PO 3. I will explain the Dine Historical timeline.</p> <p>Nahat'1</p> <p>PO 1. I will Research the sacred sites within my community.</p> <p>lin1</p> <p>PO 3. I will identify the captivity and the hardship that affected Dine People</p> <p>Siihasin</p>				
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		<p>PO 2. I will identify the teachings of Dine Culture and history.</p> <p>PO 4. I will retell major dine historical events.</p>				
December 1-5, 2025 MOY TESTING						
Unit 6A						
<u>Hooghan, Wildlife Animals and Coyote Stories</u>						
Date	Resources (Content/Academic/ <i>Foundations of Learning</i>)	Din4 Language Culture <u>Navajo Nation Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary	
Dec. 08 – 19	Indigenous People, Culture & History. songs, books, & games	<p><u>Dine Character</u></p> <p><u>I will develop and apply critical thinking to establish relationships with the environment.</u></p> <p>Nits1h1kees</p> <p>PO 3. I will demonstrate appropriate generosity.</p> <p>Nahat'1</p> <p>PO 1. I will listen to and apply Dine teachings.</p> <p>PO 3. I will display and safeguard my thoughts.</p>	<p>What is the difference between a male and female hogan?</p> <p>Identify 2-3 hogan</p> <p>Identify 3-6 Wildlife animal.</p> <p>What is the moral of the story in one of the coyote stories?</p>	<p>Students will be able to learn the different types of home Hogan, modern homes Kinaalda</p> <p>Students will be able identify wildlife animals</p> <p>Student will be able compare and contrast 2 stories.</p>	Hogan nimaazi Four element of life: air, water, fire, earth, four direction, four seasons, 4 mountains, coyote, prairie dog, mountain lion, bobcat, badger, fox, skunk, rabbit, jack rabbit, and more.	

	<p>PO 4. I will explain good judgements that I use to guide me.</p> <p>lin1</p> <p>PO 1. I will speak words that reflect my good character.</p> <p>PO 2. I will show respect to my peers.</p> <p>PO 3. I will Cooperate with my peers.</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 2. I will show thankfulness for my relatives' values.</p> <p>PO 4. I will practice life skills from my relatives.</p> <p><u>Dine Culture</u></p> <p><u>I will develop an understanding of Dine way of life.</u></p> <p>Nits1h1kees</p> <p>PO 2. I will demonstrate proper usage of traditional attire.</p> <p>Nahat'1</p> <p>PO 3 I will choose topic of nature and present it.</p> <p>lin1</p> <p>PO 1. I will differentiate the teachings of the Hogan.</p>				
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		<p>Siihasiin</p> <p>PO 1. I will live by the fundamental standards of living in harmony.</p> <p>PO 4. I will identify the stories related to duality.</p> <p><u>Oral Dine language</u></p> <p><u>Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.</u></p> <p>Nits1hakees</p> <p>PO 1. I will listen to a speaker and restate the main points.</p> <p>PO 2. I will listen and seek for specific information.</p> <p>PO 3. I will demonstrate my comprehension by acting out a story.</p> <p>PO 4. I will identify and name various object in and around my home.</p> <p>Nahat'1</p> <p>PO 1. I will give oral directions to my peers.</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 3. I will demonstrate my cultural knowledge in oral presentations.</p>				
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		<p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community.</p> <p><u>Dine History</u></p> <p><u>I will understand historical/factual events, people, and symbols that influence my family.</u></p> <p>Nits1h1kees</p> <p>PO 3. I will explain the Dine Historical timeline.</p> <p>Nahat'1</p> <p>PO 3. I will explain the Dine historical timeline.</p> <p>PO 4. I will retell Dine oral narratives.</p> <p>lin1</p> <p>PO 3. I will identify and the hardship that affected Dine people.</p> <p>PO 4. I will research how the Navajo language played a role in contributing to our safety and protection.</p> <p>Siihasin</p> <p>PO 1. I will practice my Dine Culture teachings.</p> <p>PO 2 I will identify the teachings of Dine culture and history.</p>				
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		PO 3 I will illustrate/ draw examples of time passage in architecture/ housings, community developments.			
December 23 – January 3 WINTER BREAK					

2nd Quarter (6th to 8th) Handling Verbs

October 7-10, 2025	<u>Oral Dine' Language Standards:</u> 4th-6th PO 1: I will listen to a speaker and relate the main points. 7th-8th PO 1: I will understand conversations among my people. 4th-6th PO 2: I will use verb modes appropriately to describe what I am doing. 7th-8th PO 2: I will recognize patterns in regular and irregular verbs.	What is Naalye saad?	I will be able to identify what Naalye saad is. I will be able to say and demonstrate shaa ni'aah. I will be able to say and demonstrate shaa nile and shaa nijaah. I will be able to say and demonstrate shaa nilmaas and shaa niltxeeh.	Naalye Saad Shaa ni'aah shaa nile shaa nijaah shaa nilmaas shaa niltxeeh Shaa niltsoos
Animals				
October 13-17, 2025	<u>Dine' History Standards:</u> 4th-6th PO 1: I will practice my Dine' culture teachings.	Why do I have to know the story about horses? What is the difference between domestic and wild animals?	I will be able to retell the Horse creation story (Lii Baa Hane). I will be able to:	protection mountains monsters universe horses clouds stone

	<p>7th-8th PO 1: I will research daily survival skills from the past that influenced the development of my community.</p>	<p>Why is it important to have some domestic animals at home?</p> <p>How do you explain the importance of maintaining livestock?</p> <p>How are some animals sacred?</p>	<p>-name the domestic and wild animals in the Southwest</p> <p>-name the birds in the Southwest</p> <p>-name the insects in the Southwest</p> <p>-name the reptiles in the Southwest</p> <p>- tell how the animals hibernate and migrate</p> <p>-verbally describe animal habitat</p> <p>-verbally describe appearance of animals, birds, insects, and reptiles</p> <p>-tell how animals behave and grow (life cycle)</p>	<p>water sunbrarer turquoise gigantic medicine mother mane majestic beautiful father hero hooves songs sky twins white shell insects, reptiles, birds, rodents</p>
Money				
<p>October 20-23, 2025</p>	<p><u>Dine' History Standards:</u> 4th-6th PO 1: I will practice Dine' culture teaching.</p>	<p>What role does money play in your life?</p>	<p>I will compare and contrast currency system from the past to today (i.e., barter system, pawning,</p>	<p>B4eso, b4eso y1zh7, b4eso naaltsoos, sind1o, [ichii' [itsoh, doot['izh, g7insi, naakiy11l, d88'y11l, hast33y11l,</p>

	<p>4th-6th PO 1: I will identify the teachings of Dine' culture and history,</p> <p>7th-8th PO 1: I will apply my customary teachings to my livelihood,</p> <p>7th-8th PO 2: I will identify changes in customs and goods.</p>	<p>Why is it important to be able to count money and make change?</p> <p>What different monetary systems exist?</p> <p>Why is it important to learn about money?</p> <p>What are tools of measurement for money and how are they used?</p> <p>When should we estimate amounts of money?</p> <p>What are the units of money and how are they used in our daily lives?</p> <p>How do the units within a system relate to each other?</p> <p>Is being able to count money a critical life skill?</p>	<p>credit, debit, and checking)</p> <p>I will identify and name different coins in Dine' (i.e., sind1o, [ich88', [itsoh, doot['izh, d88'y11l, etc.,)</p> <p>I will compare and contrast coins and currencies in Din4.</p> <p>I will count coin and currencies combinations in Dine'.</p> <p>I will be able to write amounts of money in Din4.</p> <p>I will be able to count money to a specific dollar amount with at least 90% accuracy</p> <p>I will research how counting money terms were borrowed from the Spanish language</p> <p>I will learn to count by 2's, 3's, 4's, 5's and by 10's</p>	<p>y11l, t'11[a'7 b4eso, naaki b4eso, ashdla' b4eso, neezn11 b4eso, naadiin b4eso, ashdldiin b4eso, neezn1diin b4eso, naaltsoos nit['iz7, naaltsoos hahad=s7, 7n10lt2'7, b22h 7l9, na'iini', d7kw77 b22h 7l9?, ch'iy11n bib4eso, b4eso ha'7'n77[, b4eso b1hooghan, b4eso biyi'd66 haha'n7l7, b4eso hasht'e' sinil, b4eso baa'1h1y3, b4eso naadzoh, hach'8'ni'7ly4, 1n4elt'e' w0lta', 1din, haash n4el33', haash n4elt'e', d7kw77sh NUMBERS: 1n4elt'e' w0lta', 1din, t'11[a'7, naaki, t11', d99' ashdla', hast33, tsosts'id, tseeb77, n1h1st'47, neezn11, [a'ts'1adah, naakits'1adah, t11'ts'1adah, d99'ts'1adah, ashdla'1adah, hast3'1adah, tsosts'idts'1adah, tseeb77ts'1adah, n1hast'47ts'1adah, naadiin, t1diin, dizdiin, ashdla'diin, hast3diin, tsosts'idiin, tseeb7diin,</p>
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			I will be able to determine the cost of certain food items on grocery store advertisements in Navajo.	n1h1st4diin, neezn1diin, d00 bi'aan, t'11[a'7di m77l y1zh7, neezn1adi m77l y1zh7, t'11[a'7 m77l tsoh, ah7hiidz00h, b44 hidi'n77[, ah22h n1hiniily4, a[ts'1 n1h1dz00h, y7n7[ta'
Food				
October 27-31, 2025	<u>Dine' Character Building Standards:</u> 4th-6th PO 2: I will show thankfulness for my relatives' values. 4th-6th PO 3: I will express appreciation for the teaching from my relatives. 4th-6th PO 4: I will practice life skills from my relatives. 7th-8th PO1: I will explain ways to be thankful for land and its resources. 7th-8th PO 2: I will show respect and take care of the natural resources. 7th-8th PO 3: I will describe ways to appreciate the natural elements of earth and sky.	What was the main staple of the Navajo people? Did this change and How did this change affect their well-being? What traditional foods were eaten before the Long Walk and how did the traditional foods change after the Long Walk? What kind of foods was introduced to Dine people at Fort Sumner? What are rations? And give examples of what rations are? What differences do you see in a Navajo food	I will compare and contrast traditional food before the Long Walk and traditional food in present day. I will explain how ingredients in traditional food has changed over time. I will illustrate a traditional Dine food. I will explain the nutritional values of a Dine traditional food. I will analyze the benefits of nutritional traditional foods. I will compare and contrast how hunting has changed from subsistence to recreational practice.	Ch'iyaaan ya'at'eehi- (Nutrition), ch'il nanse' baa hane'-(botany),ch'iyaaan naltsaah-(dehydrate), ch'il-(vegetation), da'ak'eh-(field), ilastsii'-(seeds), bee nihwiildlaadi'-(plow), chidi naana'i-(tractor), leezh bee hahwiilkaadi-(shovel), bee nahagodi-(hoe), nideelt'a'-(mound), to' bahahwiisgeed-(irrigation), gish-(planting stick), tl'oh bee nahwiiljooli-(pitch fork), to ilnihat'aah-(watering plants), na'azt'i'-(fence) D1'1k'eh, 1l1stsii', 1k00', naad33', naay7z7, ch'44h7y11n, ta'neesk'1n7, nimasii, t[ohchin, didz4tsoh, naad33' ch'iy11n, nanise' ch'iy11n, d1'1t'22', t1d7d77n, ts'aa', gad, dleesh, t0, leezh, ni[ch'i', adin7d77n, na'azheeh,

		<p>pyramid with another food pyramid?</p> <p>How does the way food is raised, processed, transported, and eaten impact both people and the environment?</p> <p>What can we learn about our culture and one another through the foods we eat?</p>		<p>b88h, dz44h, gah, dl==', dib4, t[7z7, b44gashii, [99', t2zhii, [ee' shib44zh, nitsidigo'7, ts'ik'ih, nook'eh, be'est[0n7, taa'niil, alk22d, nanooy5shii, [eeh yilzhoozh, b11h doot['izh7, ab4' bee neezmas7, naad3'1[gai, naad3'a[ts07, naad33' doot['izh7, naad3'ashzhiin, naad3'a[ch77', neeshj9zhii, ts4daashj44', ts4daashch'7n7, bee ak'1h7, ts4 been1lzh00h, 1d7stsiin, adee', Yish3, Yishdl3, Yist'ees, Yishb44zh, [ikan, doo [ikan da, sidoh, neez7l7, sik'az, niik'aaz, dich'77'</p>
History-Long Walk				
November 3-7, 2025	<p><u>Dine' History Standards:</u></p> <p>4th-6th PO 2: I will recognize leaders that have impacted the Dine' Nation.</p> <p>4th-6th PO 3: I will explain the Dine' historical timeline.</p> <p>4th-6th PO 1: I will research the cultures and lands of other neighboring Indian tribes.</p>	<p>Describe the attack by Kit Carson on Din4 people and how do you think they felt having their crops, livestock, and land destroyed? What life was like for the Dine People before the Long Walk?</p> <p>Describe the conflicts between Dine and American/ Mexicans</p>	<p>I will respond to a quick write on a prompt about... "What was life like for a child during the years of the Long Walk."</p> <p>I will draw conclusions: The causes and effects of the Long Walk of Din4 People.</p>	<p>N1k44'n1h1ne' Long Walk Hw44ldi a[k'id33' long ago Treaty of 1868 Naaltsoos S1n7 Ts4hootsoo7 Fort Sumner Shash Bitoo W11shindoon Naat'1anii Barboncito Hastiin D1ghaa'7 Manuelito Hastiin ch'il Haajinii Narbona Naabaahii Ganado Mucho T0tsohnii Hastiin !Ichini S11ni</p>

	<p>4th-6th PO 4: I will research how the Navajo language played a role in contributing to our safety and protection.</p> <p>7th-8th PO 2: I will identify an event relating to important people in Dine' history.</p> <p>7th-8th PO 3: I will report on a historical event.</p> <p>7th-8th PO 1: I will analyze and demonstrate my knowledge of Dine' wars within the surrounding areas.</p>	<p>during the 1800's. How do you think the Dine felt about them?</p> <p>List some reasons, why Dine people were forced to march 350-400 miles.</p> <p>Why is Canyon De Chelly important in the history of the Dine' people in the Hw4edi era?</p> <p>What is the time frame of the Long Walk?</p>	<p>I will compare and contrast two Din4 leaders and their roles in Hw44ldi.</p> <p>I will read about accounts of the Long Walk as told by local Dine Elders from the Stories of the Long Walk.</p> <p>I will read an article and draw conclusions using supporting evidence from the story. (sketch to` stretch activity)</p> <p>I will take Cornell notes from a video on The Long Walk. (Listing important names, places, and major facts involved in this event)</p> <p>I will create a timeline and important dates of events of the Long Walk (Thinking Maps: flow, multi-flow, brace, tree and bubble maps)</p>	<p>t'11ni bi'dineelkaad k4yah din4 bil99' Ts4yi' Canyon De Chelly Naatsis'11n Din4 bik4yah Kit Carson General James Carleton bi'44' lich7'ii Scorched Earth Policy</p>
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			I will describe the events of the Long Walk: the conflicts, the journey, Din4 leaders, and the Treaty signing.	
Texture/Shapes/Colors				
November 10-14, 2025	<u>Oral Dine' Language Standards:</u> 4th-6th PO 2: I will listen and seek for specific information. 7th-8th PO 4: I will demonstrate my knowledge of material goods through discussion.	How does the process of classifying by attributes help you understand the world around you? How can you use our knowledge of classifying shapes to compose a topography of the reservation? What do the shapes represent? What are the names of shapes in Dine? What is a pattern? What are the names of colors in Dine?	I will identify, apply, and express in Dine language basic sight words. I will respond to simple articulated commands and instructions in Dine. I will identify descriptive adjectives in a text I will orally describe images using descriptive adjectives. I will use simple Dine words to describe people, places, and things within the community and in my daily life. I will follow simple, concrete commands with visual prompts. I can measure and compare objects and materials based on	'![t'33'7, dit'ih, doolghas, doolkool, dich'77zh, dilk--h, dishoh, disx-s, ditx3, diwol, naatxee[, naana' (silky), nit['iz, sigan, yilch11zh, yilzh00l7, yishch'il. Shapes T'1adool4'4 !danoolnin7g77: Adishah sharp points, dilkin square/cubed, dilkingo h11hideeneez rectangular block, dik'3 square, t1ago adeez'1 triangle, ashdlaji'go adeez'1 pentagon, hast32jigo adeez'1 hexigon, tseeb77'go adeez'1 octagon, bii' hoolts'aa' concave, a[k'i sinil, a[k'idah naaznil, yist['in stacked, h11haashchxii' sharp point, deigo haahedeeneez,

			<p>their physical properties.</p> <p>I will learn descriptive adjectives that describe people, places and things. Ex: short, tall, wide, beautiful, small, etc.,</p> <p>I will form sentences using descriptive adjectives and adverbs.</p> <p>I will describe myself, family members, the landscape, and items found in the classroom.</p>	<p>standing tall, h11hunootsee'</p> <p>spiraled, hideeneez elongated, n1stxas curled up, n1zb2s circular, n1zhah partially open circle, niteel wide, nit'i' line of objects, nimaz, round, niyiz tubular, yisdis rolled up, dijool soft/round and puffy.</p> <p>!dan7[tsoo7g77 d00 an4elt'e'7g77 size and Quantity: ![ts'77s7 it is little/short, !daa[ts'77s7 thye are little/short, ![ch'99d7 a little bit, L2'7go a lot, Nitsaa large solidobject, nitsxaaz he/she/it is large, nineez long or tall, Ay0o 1ni[tsoh it is really big, Bil11h 1n7[tso it is too big for it, ach'8'go 1ni[tso it is smaller than.</p> <p>Hadeezbin it is full.</p> <p>!['22' !daat'4ego Nidaashch'22'7g77</p> <p>Colors: doot['izh, [ibah, [ichx77' [itsoh, y4ego [itsxoh, [izhin, [igai,</p>
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				t1t[‘id, ts4did44h, dib4[ch7’7, dinilch77, [izhin, y1go doot[‘izh
Clothing				
November 17-21, 2025	<p><u>Dine’ Culture Standards:</u></p> <p>4th-6th PO 2: I will organize and keep track of my personal belongings.</p> <p>4th-6th PO 3: I will explain the significance of my cultural possessions.</p> <p><u>Dine’ Government Standards:</u></p> <p>4th-6th PO 1: I will practice and follow the cultural teachings.</p> <p><u>Dine’ History Standards:</u></p> <p>4th-6th PO 3: I will explain the Dine’ historical timeline.</p> <p>4th-6th PO 1: I will research the cultures and lands of other neighboring Indian tribes.</p> <p>4th-6th PO 3: I will identify the captivity and the hardship that affected Dine people.</p>	<p>What changes impacted the traditional clothing from 1850’s to present time?</p> <p>Is dressing traditional a solution to improving self-image?</p> <p>How do you say different types of clothing in Navajo?</p>	<p>I will identify what the Dine clothing looked like, and the types of materials were used.</p> <p>I will know the names of various clothing types in Navajo.</p> <p>I will analyze historical documents of the Dine clothing.</p> <p>I will illustrate the difference between traditional clothing to types of clothing Dine people wore.</p> <p>I will compare and contrast how clothing has changed over time.</p>	<p>\$4’, clothes; k4, shoes; K4lch7, moccasins; k4 nitsaa7, wrapped around moccasins; biil 44’, woven dress; t[‘aaka[, skirt; t[‘ees’tsooz, breech cloth; ab1n7 t[‘aaji’44’, buckskin pants; d4ji’ 44’, shirt/blouse Tsiy44l, hair bun; tsiit[’00l, hair tie; tsiin1zt’i’, headband; atsee ch’ah, war hat; dahna’ayizii, pouch; beeldl47, blanket; naaly4h7 bee ha’d4t’4h7g77, jewelry; l1ts7n7; bracelet k’ee’t’oh, bow guard; n1zhah, squash blossom; yoo’ yisht’eezh, necklace beads; yoo’ni[ch7n7, silver buttons; yoostsah, rings; jaat[’00[, earrings; b44sh [igai sis, silver</p>

	<p>4th-6th PO 4: I will retell major Dine historical events.</p> <p>7th-8th PO 2: I will present a teaching based on Diné philosophy.</p> <p>7th-8th PO 1: I will apply my customary teachings to my livelihood</p> <p>7th-8th PO 2: I will identify changes in customs and goods.</p>			belt; na'at'3h7 dishoo7, velvet fashions;
Navajo Nation Seal/Flag				
December 1-5, 2025	<p><u>Dine' History Standards:</u></p> <p>4-6 PO 3: I will interpret the purpose and meaning of the Navajo Nation symbols.</p> <p>7-8 PO 3: I will interpret the symbolic representations of Navajo Nation Flag and seal.</p>	<p>What does the NN seal represent?</p> <p>What do the symbols on the NN seal mean?</p> <p>What does the NN Flag represent?</p> <p>What do the symbols on the NN Flag mean?</p>	<p>I will understand and interpret the purpose and meaning of the NN Seal.</p> <p>I will understand and interpret the purpose and meaning of the NN Flag.</p>	<p>Navajo Nation (NN) Seal</p> <p>Navajo Nation Flag officially adopted resolution modified Navajo Tribe symbolize industry sovereignty original livestock economy potential</p>
Review/Testing Week				

<p>December 8-12, 2025</p> <p>EOY test for 6th, 7th, and 8th grades</p>	<p><u>Dine' Character Standards:</u></p> <p>4th-6th PO 3: I will display and safeguard my thoughts.</p> <p>4th-6th PO 4: I will explain good judgements that I use to guide me.</p>	<p>What topics were on the EOY?</p>	<p>Students will review all topics to prepare for their EOY test.</p> <p>Oral Navajo Language Test - Oral Self Introduction in Dine' Language and EOY written test</p> <p>Grades: 6th, 7th, 8th</p>	<p>All vocabulary words from this semester.</p>
<p>Story Telling</p>				
<p>December 15-19, 2025</p>	<p><u>Dine' Culture Standards:</u></p> <p>4th-6th PO 4: I will identify the specific phases of the day/night.</p> <p>4th-6th PO 1: I will retell my cultural teachings of earth and sky.</p> <p>4th-6th PO 3: I will listen to and retell stories related to elements of nature.</p> <p>7th-8th PO 4: I will explain and retell the cultural relevance of day and night.</p> <p>7th-8th PO 1: I will practice my cultural teachings of earth and sky.</p> <p>7th-8th PO 3: I will choose topic of nature and present it.</p> <p>.</p>	<p>What Navajo games do we play?</p> <p>What Navajo stories are common in our culture?</p>	<p>I will read the selected books on traditional games. "Tsidil-Stick Games" by Mike Mitchell, "Tsidil-Stick Game" & "Na'atl'o'-String Games" by San Juan Curriculum Center, and "The Moccasin Game," by Don Moses Jr. and "Day and Night," by Nedra Emery.</p> <p>I will gather information about the traditional games from the stories.</p> <p>I will participate in the selected appropriate game Tsidil and Na'atl'o'.</p>	<p>Hane' binaji' anootiil- (Moral), hane' aliini- (values), hane'-(oral story), keshjee'-(shoe game), tsidil-(stick game), na'atlo'-(string game), tsi baas- (hoop game)</p>

			<p>I will create a Venn Diagram to compare and contrast two winter traditional games.</p> <p>I will write a summary by using information from participating in winter traditional games.</p>	
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Second Quarter (Navajo History and Government)				
<u>2nd Quarter</u> Week ONE: Reservation Life and the discovery of oil and uranium Week TWO: The establishment of the Navajo Nation Government Week THREE: Livestock Reduction Week FOUR: WWII and The Navajo Code Talkers Week FIVE: Modern Navajo Nation Government, sovereignty, self-determination, and the Navajo Nation Flag and Seal Week SIX: The Navajo Nation Council and How our Government works	HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection. C1.PO3 I will research and analyze Dine historical events. HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts. HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.	What is Native American citizenship and voting rights? What are the basic political, social responsibilities of citizenship? What are the forms of political involvement available in Navajo communities? What is Sovereignty? What is the significance of the Indian Citizenship Act, the Miriam Report of 1928? How has tribal sovereignty evolved? What are the tenets that establish tribal sovereignty? What is the Navajo Nation Government's relationship to state and federal governments?	Students will illustrate my understanding of the Navajo Nation seal and flag through drawings. Students will evaluate the reasons for Navajo government reform in 1989, Title II Amendments. Students will Compare & Contrast varying perspective presented in the readings Students will Predict alternate outcomes to Significant events in Navajo History Students will identify and describe the roles of the three branches of the Navajo Nation Government Students will identify the current Navajo Nation President and Vice-President Students will identify the Council Delegate for their Chapter	Government Chairman Politics Reservation Sovereignty Constitution Legislative Branch Judicial Branch Executive Branch President Vice-President Speaker-of-the-Council Council Delegate Election Navajo Nation Code Naachid Unicameral Legislature Termination Allotment Assimilation Civil Rights Colonization Self-Determination Livestock Reduction Wage Work Veto

Week SEVEN: Water Rights and The Navajo/Hopi Land Dispute	HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world. HS.SP2.2 Analyze the ways in which perspective shapes recorded history. C4.PO4 I will research the purpose of events in a historical timeline.	How does an active member of the community make positive contributions to the wellbeing of the community?		Constituents Electoral Election Joint Use Area Navajo-Hopi Land Dispute Uranium Mines Water Rights Oil Drilling Coal Mine Chapters Township Lease Interest Groups Lobby Qualifications Campaign Resolution Vote Relocation Tuberculosis Spanish Flu Covid 19
Week EIGHT: Modern Navajo Life: Gaming, Resource Development	HS.SP2.2 Analyze the ways in which perspective shapes recorded history. C4.PO4 I will research the purpose of events in a historical timeline.	What are persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA etc.)?		
Week NINE: Looking to the Future	HS.SP2.2 Analyze the ways in which perspective shapes recorded history. C4.PO4 I will research the purpose of events in a historical timeline.	What is the Navajo-Hopi Land Dispute?		
<i>The Navajo</i> By Jennifer Denetdale		What were some of the reasons the U.S. government wanted to divide the land between Navajo and Hopi?		
<i>The Navajo Political Experience</i> by D. Wilkins		What were some reasons why a Navajo Government was established?		
<i>Dine; A History of the Navajos</i> By Peter Iverson		What are the three Branches of the Navajo Nation Government?		
*Navajo Tribal Code		Why was uranium mined on the Navajo Nation and what were the consequences?		
		What are some reasons why the Navajo Nation does not have a constitution?		
		What is the Navajo Nation Code?		

Second Quarter (Navajo Language II)

WEEK 1 Review Navajo Sentence writing format including nouns and verbs AND Subjects and Objects <u>Rediscovering the Navajo Language</u> (p 38)	IC.IM2 Manage short social interactions in everyday situations, even when there is an unexpected complication IC.IM3 Communicate about events and experiences of daily activities and personal life IL.AL1 Understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest	How is sentence-writing in Dine Bizaad different from Bilagaanaa Bizaad? In what contexts/places/occasions would you have to introduce yourself in Dine Bizaad?	I am able to write sentences in Dine Bizaad using the appropriate Subject/Object/Verb sequence I can write a 5-sentence paragraph about daily events and other activities using appropriate grammar and vocabulary	Ad33d33' Ab7n7d33' T['44d33' A[n7n7'33d33' Dam0abiisk1n7 y4ed33' D77j9 K'ad K'ad yizi[7g77 K'ad yihxah7g77 Hod77na'go D77t['44' Yisk3o Yisk30'ab7n7d33' A[n7n7'32go
WEEK 2 Begin Journal Writing Project identifying and photographing plants growing around campus, then writing 5-sentence minimum journal entries about the process	IL.AL2 Follow stories and descriptions of various lengths and time frames PS.IH1 Make general presentations on events and experiences with some control of various time frames CUL.I2 Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g., presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews)	How do you determine how much information to tell your audience? In what contexts/places/occasions would you have to introduce your parents/guardians in Dine Bizaad?	I am able to write about photographing, identifying local, native grown plant life in Dine Bizaad I am able to write about school events/activities in Dine Bizaad using appropriate grammar and vocabulary	l'iilkeed 77[kid Idaheelkid Baak'e'eshch7 Baak'eda'iilch7 Baahashne' Baahooshne' Baahoodeishni Baadahwiilne' Baadahodiilni
WEEK 3, 4, & 5 Write a How-To paper about a process you are familiar with or enjoy doing		What are some reasons for documenting activities in daily life or documenting events? What are some reasons why describing how to do something can be beneficial?	I can write about a process about something I know from beginning to end, using appropriate grammar and vocabulary	Hane' Nida'iista'7g77 Nin1h1k11h Doohashka[b1h1z'3 K4shmish Y1zh7 T2zhii Daagha[
WEEKS 5-9 Journal Writing Entries about Homecoming, Halloween, Thanksgiving, and Christmas	ODL.C1.PO4 I will identify the vocabulary used in different contexts ODL.C2.PO2 I will formulate questions	What are some activities that I know how to do that I can write about?	I can identify a frequently used body part and write about the various ways I use	

<p>WEEK 6 & 7 Body Parts Project Create a POSTER writing about a body part and how it works or how you use it</p> <p>WEEK 8 & 9 Winter Storytelling Story of Changing Woman Story of Warrior Twins Story of String Game Create Your Own Story in Dine Bizaad using digital format, brochure, or other format.</p>	<p>ODL.C2.PO3 I will ask questions and apply information gained to real life situations</p>	<p>What are some activities that I like to do?</p> <p>What body part do I use frequently and what are the ways I use it?</p> <p>What is important about storytelling in Navajo Culture?</p> <p>What are some of the characteristics of Navajo storytelling?</p> <p>How can I re-create my own story based on the sample stories provided?</p> <p>What are some of the pros and cons of doing my storytelling project in digital or brochure, or other format?</p>	<p>it using appropriate grammar and vocabulary</p> <p>I can read my writing using appropriate pronunciation</p>	<p>K4shmish</p> <p>T'1adoole'4 1l'9 Baahane' T'1adoole'4 b0hoo'aah7g77 baahane'</p> <p>Ats'77s Ats'77s Baahane' Shits'77s Shits'77s baahashne'</p> <p>!hoodzaay7g77 b44'1l'9</p>
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3rd Quarter

Jan 5 – Jan 23
Clan/commands
 Sped, Prek to 2nd

Unit 2B

Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation</u> <u>Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
K'4 d00 K'4 Ts'0s7 Nanich'22h by Curtis Yanito !d0one'4 Baa Hane' Blanding Din4 Content Standards Y1'1t'44h Ab7n7; Navajo Language Lesson Songs (Pg.1))lta'g0o Diit'ash by Dolly L Yazzie H11d0one'4 sha' nil9 Navajo Language Lesson Songs Din4 Content Standards Am1 d00 Acheii Baahane' U-tube	Pre K-3 rd DH C1P0-1 I will name my four (4)immediate clans DH C2 PO 3 I will identify my maternal clan and my extended family. DH C3 PO 4 I will recognize the relationship of the historical and factual events DH C4 PO 1 I will identify my family history and their livelihood K-3 DC C1 P01 I will take care of myself K-3- DC C2 PO-2. I will use appropriate kinship terms	Haash yit'4ego ak'eh hoji[98 [eh? Ha'1t'77sh biniiy4 k'4 h0l=? Haash d0one'4 n7l9? Bee shi[holne'. H17sh da nik'47? Haash yit'4ego k'4 jin7i [eh?	<u>Students will Respond</u> to simple commands, questions, and requests. Students will <u>make</u> simple request. <u>Students will Show</u> respect to self and others. Students will <u>Express</u> h0zh=. <u>Formally introduce</u> him/herself to others. <u>Answer</u> questions about him or herself. <u>Sing</u> song about their clans and other songs. <u>Express</u> an appreciation for the Navajo Code Talkers.	Shi-me Nishli-1 st clan Bashishchiin-born for Dashicheii-grandpa Dashinali-grandpa dads father Mother, father, grandparents both paternal and maternal sit down come in close the door listen walk, run I'm here Left-right Restroom

Videos White board Charts	<p>Pre k-3 DG C2 PO 4 I will demonstrate appropriate greetings.</p> <p>Pre k-3 DG C4 PO-4 I will identify and recognize clan relationship</p> <p>Pre k-3 OD C1 P01 I will listen to and understand everyday situational speech.</p> <p>K-3 OD C1 P02 I will respond accurately to commands and instructions.</p> <p>K-3 OD C3 PO 3 I will speak Dine' language using grammar accurately.</p> <p>OD PO 4 I will sing simple songs.</p> <p>OD C4 PO 1 I will listen to and understand the dine' language in the home/school.</p> <p>OD C4 PO 3 I will introduce myself appropriately in public</p>		<u>Identify</u> vocabulary words used as a secret code.	
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	Pre k-3 DCB C1 PO 1 I will recognize ways to express relationship			
<p style="text-align: center;"><i>Jan 26 – Feb 20</i> <i>Handling verbs</i></p> <p><i>Unit 2B</i></p>				
Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
Handling Verb Posters by San Juan Heritage Language. songs, books, & games San Juan School District Resource Making books Bingo	Pre K-3 DCB C3 PO 3 I will identify respectful terms. DCB C4 PO 4 I will express and value my grandparent's dine' way of life teaching. Pre k-3 C1 PO 2 I will describe the value of things that I use. Pre k-3 DG C4 P02 I will follow directions. Pre K-3 OD C2 PO2 I will speak using verbs correctly Pre K-3 rd OD C3 P03	What do all animals need to survive? What body parts help animals stay safe? Why do animals need a habitat? What question would you ask about animal adaptation?	Difference between zoo, farm, and wild animals Students will learn more about wild animals, what they eat, and where they live	14, kaah, n77[, t88h, yeeh, 1ah, teeheh, j11h, joo[, [b22s, [maas, shood,

	I will speak Dine' language using grammar accurately			
<p style="text-align: center;"><i>Feb 23 – Mar 27</i> <i>Arts & craft, Long walk</i></p>				
<i>Unit 2B</i>				
Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation</u> <u>Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
<i>Goat in a Rug</i> by Charles L Blood <i>Working with the Wool</i> by Noel Bennett <i>Navajo rugs past, present and future</i> by Gilbert S. Maxwell. Developing Din4 Oral Language Through Weaving Native Child: Pictures of Rug Weaving process.	K-3 DCB C1 P03 I will recognize self-respect. C2 PO 1 I will listen and observe cultural teachings. C2 PO 2 I will recognize dine' teaching of self-identity C3 PO 1 I will demonstrate self-respect. K-3-DC-C1-P03: I will recognize cultural items and jewelry.	What are the purpose of arts and crafts in our daily lives? Why did our dine' travel to fort Sumner? How far do you think they travel?	Engage students' sense of touch, sight, and sound to help develop their fine motor skills and eye coordination. Fine motor skill, critical thinking, and social skills, can also boost their self-esteem.	Diyog7 Beeha'nilchaad9 Beeadzoo7 Beeak'7'nilt[ish Aghaa' Dibe Fort Sumner Fort Defiance Solders Walk people

	<p>Pre-k-3 DG C2 PO3 I will develop and apply a healthy lifestyle. C4 PO1 I will recognize my family values. C4 PO3 I will show respect for myself</p> <p>Pre K-3 DH C1 PO3 I will present events. DH C4 PO4 I will identify historical Events in different eras.</p> <p>Pre K-3 OD PO4 I will identify the vocabulary used in different contexts. C2 PO3 I will answer simple questions about myself.</p>			
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Unit 1B (3 rd to 5 th)					
K'e, Kinship					
Date	Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture	Essential Question	Learning Goal	Vocabulary

		<u>Navajo Nation Standard</u>	(HESS Matrix)		
Jan 05 - 23	YouTube Videos White board Charts Listening centers Laptops Cameras	<p><u>Dine Character</u></p> <p><u>I will develop and apply critical thinking to establish relationships with the environment.</u></p> <p>Nits1h1k55s</p> <p>PO. 1. I will develop personal goals to express relationships.</p> <p>PO 2. I will demonstrate respect and value of my immediate Family.</p> <p>Nahat'1</p> <p>PO 1. I will listen to and apply Dine teaching.</p> <p>lin1</p> <p>PO 2. I will show respect to peers.</p>	<p><i>What is your clans? How are you related to your peers? How are you related to your teacher? What does Nishli me? What are you born for?</i></p> <p><i>What is the importance of Clans?</i></p> <p><i>What is the order your clans in?</i></p>	<p><i>Students is able to know their clans.</i></p> <p><i>Students is able to say their clans.</i></p> <p><i>Students are able to extend their introduction (where they are from?, parents, guardian, age)</i></p> <p><i>Students will learn 2 or more clans fluently</i></p>	<p><i>Nishli, bashishchiin, dashicheii, dashinali, kot'eego, yinishye, doone'e, shima, shizhei</i></p> <p><i>Maternal Paternal Grandparents Shizhe'e Shima Shadi Shitili Naahi Shimasani Shimasani Shizhe'e yazhi Shima Yazhi</i></p>

		<p>PO 3. I will cooperate with my peers</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 3. I will express appreciation for the teachings from my relatives.</p> <p>PO 4. I will practice life skills from my relatives.</p> <p><u>Dine Culture</u></p> <p><u>I will develop an understanding of Dine way of life.</u></p> <p>Nits1h1k55s</p> <p>PO 1. I will develop my cultural knowledge to build self-worth.</p> <p>PO 2. I will organize and</p>			
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		<p>keep track of my personal belongings.</p> <p>Nahat'1</p> <p>PO 2. I will express appropriate kinship terms.</p> <p>lin1</p> <p>PO 1. I will identify the basic structures and teachings of various Hogan.</p> <p>Siihasin</p> <p>PO 4. I will acknowledge the duality in nature.</p> <p>Oral Dine Language</p> <p><u>Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.</u></p> <p>Nits1hak55s</p> <p>PO 2. I will listen and seek for</p>			
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		<p>specific information.</p> <p>Nahat'1</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 2. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community</p> <p>PO 3. I will introduce myself and my extended family</p>			
Unit 2B					
Handling Verbs					

Date	Resources (Content/ Academic/ Foundations of Learning)	Din4 Language <u>Culture</u> Navajo Nation Standards	Essential Questions (HESS Matrix)	Learning Goal	Vocabulary
Jan. 26 – Feb. 20	<p><u>Handling Verbs</u> YouTube Videos White board Charts Dine Verbs Bingo</p> <p><u>Animals</u> Chxoshii and her Horse, Bucky by Leatrice Klah Yiia book Dashijini Book Animal Bingo</p>	<p>Oral Dine Language Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.</p> <p>Nits1hak55s PO 2. I will listen and seek for specific information. PO 4. I will identify and name various objects in and around my home. Nahat'1 PO 1. I will give oral directions to peers.</p>	<p>Ask for certain item using different objects - Paper - Ball - Sweater/ shirt - Ect..</p> <p>What are some Handling Verbs?</p> <p>How many Handling Verbs do we have?</p> <p>Pick an object and address with the right</p>	<p>Apply roles and responsibilities of caring for Domestic Animals. Identify and name the Din4 Bil99'. Practice and apply teachings of Din4 Bil99'.</p> <p>Identify (5-8) Handling verbs</p> <p>Using handling verbs in a complete sentence.</p> <p>Types of sheep used for Shearing.</p>	<p>Diyog7 Beeha'nilchaad9 Beeadzoo7 Beeak'7'nilt[ish Aghaa' Dibe</p> <p>Ma'ii So' Na'atl'o</p>

		<p>PO 2. I will use verb modes appropriately to describe what I am doing.</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 2. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community.</p> <p>Dine Character Building</p> <p><u>I will develop and apply critical Thinking to establish relationship with the environment.</u></p> <p>Nits1h1k55s</p>	handling verb.		
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		<p>PO 3. I will demonstrate appropriate generosity. Nahat'1</p> <p>PO 2. I will develop wise things in my personal life.</p> <p>PO 4. I will explain good judgements that I use to guide me.</p>			
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Unit 3B

Arts and Crafts

Date	Resource (Content/ Academic/ Foundations of Learning)	<u>Din4 language</u> <u>Culture</u> Navajo Nation Standard	Essential Questions (HESS Matrix)	Learning Goal	Vocabulary
Feb 23 - Mar. 20	Videos White board Listening centers Laptops Cameras Youtube Dr. Wilson Aronilth Jr https://www.youtube.com/watch?v=HMAkgGQd_dA NAVAJO & PUEBLO INDIANS ARTS & CRAFTS 1940s DOCUMENTARY FILM NATIVE AMERICANS SILVERSMITH 8733 https://www.youtube.com/watch?v=FY7h8AI3GZE	Dine Character <u>I will develop and</u> <u>apply critical</u> <u>thing to establish</u> <u>relationships with</u> <u>the environment.</u> Nits1h1kees PO 3. I will demonstrate	When is Navajo basket used? Name 2-4 parts of the Cradle board. List 2-3 Navajo Arts and Crafts.	Elaborate on Arts and crafts Create art that tells a story. <i>Engage in exploration</i>	Kelchi' , Ts'aa' . Aweets'aal, diyogi, sii licheii

		<p>appropriate generosity.</p> <p>Nahat'1</p> <p>PO 1. I will listen to and apply Dine teachings.</p> <p>lin1</p> <p>PO 2. I will show respect to my peers.</p> <p>PO 3. I will cooperate with my Peers.</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 3. I will express appreciation for the teachings from my relatives.</p> <p>PO 4. I will practice life skills from my relatives.</p> <p>Dine Culture</p> <p><u>I will develop an understanding of Dine way of life.</u></p> <p>Nits1h1kees</p>	<p>What is Silver Smithing?</p>	<p><i>Identify uses of tools and materials</i></p> <p><i>Recognize Navajo Arts and Craft</i></p> <p><i>Students will be able to complete one hands on project.</i></p>	
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		<p>PO 1. I will develop my cultural knowledge to build self worth.</p> <p>PO 2. I will organize and keep track of my personal belongings.</p> <p>Nahat'1</p> <p>PO 3. I will listen to and retell stories related to elements of nature.</p> <p>Iina</p> <p>PO 3 I will recognize the edible plants in my environment.</p> <p>Siihasin</p> <p>PO 4. I will acknowledge the duality in nature.</p> <p>Oral Dine Language Utilizing the Navajo Language and culture, I will</p>			
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		<p><u>listen,</u> <u>communicate,</u> <u>observe, and</u> <u>understand</u> <u>appropriately.</u></p> <p>Nits1hakees</p> <p>PO 1. I will listen to a speaker and restate the main points.</p> <p>PO 2. I will listen and seek for specific information.</p> <p>Nahat'1</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 2. I will use appropriate facial expressions, gestures, or dramatize to support my presentation.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken</p>			
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		in my immediate community.			
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3rd Quarter (6th to 8th) Rules/Respect/Expectations and Testing Week				
Date	Dine' Content Standard <u>Navajo Nation Standard:</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
January 5-9, 2026 BOY for all classes	<u>Dine Government Standards:</u> PreK-8th PO 2: I will recognize rules. 4th-6th PO 3: I will identify the positive attributes of a trustworthy person. 7th-8th PO 3: I will list character traits of a trustworthy person. <u>Dine' Oral Language Standards:</u> 4th-6th PO 2: I will listen and seek for specific information.	Why do we have rules? What are the consequences? How is this rule beneficial? Who makes the rules? What are some rules we have here at school? Why is it important to have everyone reach for the same goal? What does it mean to be respectful?	I will know the classroom rules and school rules. I will know the Student Handbook rules and to reflect back to our student handbook I will understand expectations of being respectful, showing kindness and speaking kindly to others. I will explain how rules are important for me to reach my goals.	olta', olta'i, oho'aa gone, ba'olta'i, Bi Beenahaz'aanii rules, consequences, goal

	<p>7th-8th PO 2: I will perform cultural duties asked of me in social settings.</p> <p><u>Dine' Character Building Standards:</u></p> <p>4th-6th PO 3: I will demonstrate appropriate generosity.</p> <p>7th-8th PO 3: I will model kindness and patience.</p>	<p>How do we show respect to one another?</p> <p>How do we speak kindly/ respectfully to one another?</p>	<p>Oral Navajo Language Test - Oral Self Introduction in Dine' Language and BOY written test</p> <p>Grades: 6th, 7th, 8th</p>	
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Self-Identity/Clans/Kinship

January 12-16, 2026	<p><u>Dine' History Standards:</u></p> <p>4th-6th PO 1: I will explain my maternal clan family and its historical origin.</p> <p>7th-8th PO 4: I will explain information about my clan origin stories.</p>	<p>How do I demonstrate honesty and integrity using my Navajo cultural clans and kinship? (self-image & self-identity).</p> <p>Why are these important for my academic success and personal relationships?</p> <p>What are your clans?</p> <p>Who is Related to you in the class?</p> <p>How are they related to you?</p>	<p>I will introduce myself with all four clans.</p> <p>I will say my clans in order.</p> <p>I will know my clans in Navajo and English.</p> <p>I will know the Origin of one clan.</p> <p>I will be able to explain the story of The Clan System-Adoone' Idle.</p> <p>I will be able to know the four original clans.</p>	<p>Nishli, bashishchiin, dashicheii, dashinali, kot'eego, yinishye, doone'e, adoone'e, asdzani, tselkei, ch'ikei, ch'ikeeh, Dine, shi, shik'ei, dashik'ei shima, shizhe'e, shicheii, shimasani, shinali asdzaan, shinali hastiin, shitsili, bil hai'aazh, bil hajee', bil keehasht'inigii, shinaai, shadi, shideezhi, shi'dishchi, yinishta', iinishta', dzil, nanise', to, tse, binaji' ee dahozinii, naaldlooshii, azhnoolnin, adeehodzilzin, -dee', -igii, -di, -gidzil, nanise', to,</p>
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		<p>What does your First Clan represent?</p> <p>What color is your first two clans?</p>	<p>I will be able to know my maternal clan origin story.</p> <p>I will be able to explain the maternal clan family and its historical origin stories.</p>	<p>tse, binaji' ee dahozinii, naaldlooshii, azhnoolnin, adeehodzilzin, -dee', -igii, -di, -gi</p>
Self-Identity/Clans/Kinship				
<p>January 20-23, 2026</p>	<p><u>Dine' Culture Standards:</u></p> <p>4-6 PO 2: I will express appropriate kinship terms.</p> <p>7-8 PO 2: I will compare the usage of kinship terms with today's society.</p> <p>4th-6th PO 1: I will explain my maternal clan family and its historical origin.</p> <p>4th-6th PO 4: I will establish kinship with my peers.</p> <p>7th-8th PO 4: I will explain information about my clan origin stories.</p>	<p>How do I demonstrate honesty and integrity using my Navajo cultural clans and kinship? (self-image & self-identity).</p> <p>Why are these important for my academic success and personal relationships?</p>	<p>I will express appropriate kinship terms.</p> <p>I will compare the usage of kinship terms with today's society.</p> <p>I will be able to explain my maternal clan family and its historical origin.</p> <p>I will be able to explain information about my clan origin stories.</p>	<p>K'e', Ke' nisdzin, bits'aadoo, K'e hwiindzin</p>
Winter Stories/Activities				

January 26-30, 2026	<p><u>Dine' Culture Standards:</u></p> <p>4th-6th PO 1: I will develop my cultural knowledge to build self-worth.</p> <p>4th-6th PO 3: I will explain the significance of my cultural possessions.</p> <p>4th-6th PO 4: I will identify the specific phases of the day/night.</p> <p>4th-6th PO 1: I will retell my cultural teachings of earth and sky.</p> <p>4th-6th PO 2: I will listen to and retell stories related to elements of nature.</p> <p>4th-6th PO 3: I will recognize the edible plants in my environment.</p> <p>4th-6th PO 4: I will identify the usage of herbs.</p> <p>4th-6th PO 1: I will describe the cultural teachings of the Fire stick.</p>	<p>What winter games do we play?</p> <p>What winter stories are told to kids?</p> <p>What is the lesson learned from the Coyote story?</p>	<p>I will be able to:</p> <p>-Dialogue with each other and teacher daily on the concept of the Winter Stories</p> <p>-Use their own background knowledge and visual cues to make predictions and connections about a story on the Shoe Game, String Game and Coyote Stories.</p> <p>-Make inferences and use context cues and clues from winter stories</p> <p>-Draw conclusions through activities about the Shoe Game, String Game, and Coyote Stories</p> <p>-Learn 10 or more string figures (manipulating string on fingers and improve hand to eye coordination)</p>	<p>Keshj44', Keniijeeh, [ib1, [izhin, ts'ah, t0l1sht'0sh7, bee aditsx'i[7, k'4, k4lch7, [eezh, Ye'iitsoh, Animal names: ma'ii, shash. <u>Chaa'</u>, Ne'ashjaa', tazhii, nashch'iid, g1agii, n1shd07, gah, dl==', g0lizhii, b88h, ts4k'ina'az0lii, na'ash-'ii dich'7zhii, biih, bina'adlo', be'ad7l11h, na'at['o', t['00[. Na'ashj4'ii, na'ashj4'ii bit['00l, na'ashj4'ii asdz11, <u>Tsidi[</u>, <u>Tsib22s d00 A[t77'</u>, <u>N1'7i[biih7, G1agii,</u> <u>Hataa' Baajin7'11zh,</u> <u>Naay44'Neezgh1n7, T0 Baazhn7'1zh7,</u> <u>N11ts7ilid, N7d7lba[7,</u> <u>Nahasdz11n, S-',</u> <u>Ha'a'aah, Sh1di'11h,</u> <u>E'e'aah, N1hook-s, Tooh,</u> <u>Yoo T0, Adi'n7h,</u> <u>Tsinilt['ish,, J9,</u> <u>Chaha[hee[, K'eet'11z,</u> <u>Binah8' Hane'</u></p>
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	<p>4th-6th PO 2: I will locate the different water sources.</p> <p>4th-6th PO 3: I will identify the constellations.</p> <p><u>Dine' History Standard(s):</u></p> <p>7th-8th PO 2: I will present a teaching based on Dine philosophy.</p> <p>7th-8th PO 1: I will apply my customary teachings to my livelihood.</p>		<p>-Learn to play the shoe game (counting and tracking score, singing songs)</p> <p>-Act out a skit on one of the Coyote stories</p> <p>-Expand and use Din4 vocabulary and increase oral descriptive vocabulary in Din4 and English.</p>	
Winter Stories/Activities				
February 2-5, 2026	<p><u>Dine' Culture Standards:</u></p> <p>4th-6th PO 1: I will develop my cultural knowledge to build self-worth.</p> <p>4th-6th PO 3: I will explain the significance of my cultural possessions.</p> <p>4th-6th PO 4: I will identify the specific phases of the day/night.</p>	<p>What winter games do we play?</p> <p>What winter stories are told to kids?</p> <p>What is the lesson learned from the Coyote story?</p>	<p>I will be able to:</p> <p>-Dialogue with each other and teacher daily on the concept of the Winter Stories</p> <p>-Use their own background knowledge and visual cues to make predictions and connections about a story on the Shoe</p>	<p>Keshj44', Keniijeeh, [ib1, [izhin, ts'ah, t0l1sht'0sh7, bee aditsx'i[7, k'4, k4lch7, [eezh, Ye'iitsoh, Animal names: ma'ii, shash. <u>Chaa'</u>, Ne'ashjaa', tazhii, nashch'iid, g1agii, n1shd07, gah, dl==', g0lizhii, b88h, ts4k'ina'az0lii, na'ash-'ii dich'7zhii, biih, bina'adlo', be'ad7l11h, na'at['o', t['00[. Na'ashj4'ii, na'ashj4'ii bit['00l,</p>

<p>4th-6th PO 1: I will retell my cultural teachings of earth and sky.</p> <p>4th-6th PO 2: I will listen to and retell stories related to elements of nature.</p> <p>4th-6th PO 3: I will recognize the edible plants in my environment.</p> <p>4th-6th PO 4: I will identify the usage of herbs.</p> <p>4th-6th PO 1: I will describe the cultural teachings of the Fire stick.</p> <p>4th-6th PO 2: I will locate the different water sources.</p> <p>4th-6th PO 3: I will identify the constellations.</p> <p><u>Dine' History Standards:</u></p> <p>7th-8th PO 2: I will present a teaching based on Dine philosophy.</p>		<p>Game, String Game and Coyote Stories.</p> <p>-Make inferences and use context cues and clues from winter stories</p> <p>-Draw conclusions through activities about the Shoe Game, String Game, and Coyote Stories</p> <p>-Learn 10 or more string figures (manipulating string on fingers and improve hand to eye coordination)</p> <p>-Learn to play the shoe game (counting and tracking score, singing songs)</p> <p>-Act out a skit on one of the Coyote stories</p> <p>-Expand and use Dine' vocabulary and increase oral</p>	<p>na'ashj4'ii asdz11, <u>Tsidi[, Tsib22s d00 A[t77', N1'7i[jbiih7, G1agii, Hataa' Baajin7'11zh, Naay44'Neezgh1n7, T0 Baazhn7'1zh7, N11ts7ilid, N7d7lba[7, Nahasdz11n, S-' , Ha'a'aah, Sh1di'11h, E'e'aah, N1hook-s, Tooh, Yoo T0, Adi'n7h, Tsinilt'i'sh,, J9, Chaha[hee], K'eet'11z, Binah8' Hane'</u></p>
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	7 th -8 th PO 1: I will apply my customary teachings to my livelihood.		descriptive vocabulary in Dine' and English.	
Four Directions/ Four Colors/Four Mountains				
February 9-13, 2026	Dine' History Standards: 4th-6th PO 3: I will interpret the purpose and meaning of the Navajo Nation symbols. 7th-8th PO 3: I will interpret the symbolic representations of the Navajo Nation flag and seal.	What are the four directions in Navajo? What are the four colors of each direction in Navajo? What are the names of our sacred mountains in Navajo? Why do I have to know about the Four Sacred Mountains? What does each direction/mountain/color represent in our culture?	I will identify the sacred mountains. I will name the colors of each direction and its representation in Navajo. I will distinguish the four directions, colors, and mountains.	San Francisco Peak Dibe Nitsaa Mountains Mt.Taylor Prayers Yellow Songs Turquoise Blue Navajo land Hesperus Jet Black Sacred North Dawn Dok'ooosliid Sis Najini Blanca Peak Tsoodil South White West East
Four Mountains/Colors/Directions				
February 17-20, 2026	Dine' History Standards: 4th-6th PO 3: I will interpret the purpose	What are the four directions in Navajo?	I will identify the sacred mountains. I will name the colors of each direction and its	San Francisco Peak Dibe Nitsaa Mountains Mt.Taylor

	<p>and meaning of the Navajo Nation symbols.</p> <p>7th-8th PO 3: I will interpret the symbolic representations of the Navajo Nation flag and seal.</p>	<p>What are the four colors of each direction in Navajo?</p> <p>What are the names of our sacred mountains in Navajo?</p> <p>Why do I have to know about the Four Sacred Mountains?</p> <p>What does each direction/mountain/color represent in our culture?</p>	<p>representation in Navajo.</p> <p>I will distinguish the four directions, colors, and mountains.</p>	<p>Prayers</p> <p>Yellow</p> <p>Songs</p> <p>Turquoise Blue</p> <p>Navajo land</p> <p>Hesperus</p> <p>Jet Black</p> <p>Sacred</p> <p>North</p> <p>Dawn</p> <p>Dok'ooosliid</p> <p>Sis Najini</p> <p>Blanca Peak</p> <p>Tsoodil</p> <p>South</p> <p>White</p> <p>West</p> <p>East</p>
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Government

<p>February 23-27, 2026</p>	<p><u>Dine' Government Standards:</u></p> <p>4th-6th PO 1: I will outline the structure of the state and tribal leadership.</p> <p>4th-6th PO 2: I will explain the difference between the state governor and Navajo Nation president's policies.</p> <p>4th-6th PO 4: I will name the duties of the</p>	<p>What caused the Long Walk?</p> <p>What is the purpose behind the Treaty?</p> <p>Who are our past NN Presidents?</p> <p>Who are the NN Council Delegates?</p> <p>Who is the current NN President?</p>	<p>I will be able to know:</p> <p>-About the causes and effects of the Long Walk</p> <p>-About the leaders who signed the Treaty of 1868</p> <p>-The names of the past three Dine Presidents</p>	<p>Naaltsoos Sani, Article VI (education-olta'), Barboncito (Chief), Armijo, Delgado, <u>Manuelito</u>, Zarcillos Largo, Herrero, Chiquito, Muerte de Hombre, Hombro, Narbono, Narbono Segundo and Ganado Mucho, Chief Manuelito, chairman, Chee Dodge, Paul Jones, Raymond Nakai, Peter McDonald, president,</p>
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	<p>State Governor and Navajo Nation President.</p> <p>4th-6th PO 1: I will recognize the Council Delegates and the Speaker.</p> <p>4th-6th PO 1: I will identify the appropriate person(s) to contact in case of an emergency.</p> <p>7th-8th PO 3: I will describe the purpose of at least one division.</p> <p>7th-8th PO 4: I will describe the purpose of the Navajo Nation Rules and Ethics.</p> <p>7th-8th PO 4: I will analyze the purpose of a judicial system.</p> <p>7th-8th PO 1: I will assess different types of emergency situations and make a report.</p> <p>7th-8th PO 2: I will perform the correct emergency procedure to respond to an emergency situation.</p>	How does our NN government operate?	<p>-Council Delegates</p> <p>-Chapters</p> <p>-Current President and Vice President</p>	<p>Peterson Zah, Albert Hale, Leonard Haskie, Thomas Atcitty, Milton Bluehouse, Kelsey Begay, Dr. Joe Shirley Jr., Ben Shelly, tribal council, traditional leadership, four sacred mountains, alk'idaa', k'ad, naasdi, naat'aanii, nitsahakees, nahat'a, iina, sihasin, beesh baah dah si'ani, beesh baah dah si'ani alaaji' dah sidahi, Dine binant'a'i, taa' sinili, dibe binant'a'i, Dine Bikeyah, Tse Binigha Hoodzani, t'aa hotsaago hadahwiisdzooigii, biyi' alah na'adleehee, i'ii'niil,</p>
Government				

<p>March 2-5, 2026</p>	<p><u>Dine' Government Standards:</u> 4th-6th PO 1: I will outline the structure of the state and tribal leadership. 4th-6th PO 2: I will explain the difference between the state governor and Navajo Nation president's policies. 4th-6th PO 4: I will name the duties of the State Governor and Navajo Nation President. 4th-6th PO 1: I will recognize the Council Delegates and the Speaker. 4th-6th PO 1: I will identify the appropriate person(s) to contact in case of an emergency. 7th-8th PO 3: I will describe the purpose of at least one division. 7th-8th PO 4: I will describe the purpose of the Navajo Nation Rules and Ethics.</p>	<p>What caused the Long Walk?</p> <p>What is the purpose behind the Treaty?</p> <p>Who are our past NN Presidents?</p> <p>Who are the NN Council Delegates?</p> <p>Who is the current NN President?</p> <p>How does our NN government operate?</p>	<p>I will be able to know:</p> <ul style="list-style-type: none"> -About the causes and effects of the Long Walk -About the leaders who signed the Treaty of 1868 -The names of the past three Dine Presidents -Council Delegates -Chapters -Current President and Vice President 	<p>Naaltsoos Sani, Article VI (education-olta'), <u>Barboncito</u> (Chief), Armijo, Delgado, <u>Manuelito</u>, Zarcillos Largo, Herrero, Chiquito, Muerte de Hombre, Hombro, Narbono, Narbono Segundo and Ganado Mucho, Chief Manuelito, chairman, Chee Dodge, Paul Jones, Raymond Nakai, Peter McDonald, president, Peterson Zah, Albert Hale, Leonard Haskie, Thomas Atcitty, Milton Bluehouse, Kelsey Begay, Dr. Joe Shirley Jr., Ben Shelly, tribal council, traditional leadership, four sacred mountains, alk'idaa', k'ad, naasdi, naat'aanii, nitsahakees, nahat'a, iina, sihasin, beesh baah dah si'ani, beesh baah dah si'ani alaaji' dah sidahi, Dine binant'a'i, taa' sinili, dibe binant'a'i, Dine Bikeyah, Tse Binigha Hoodzani, t'aa hotsaago</p>
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	<p>7th-8th PO 4: I will analyze the purpose of a judicial system.</p> <p>7th-8th PO 1: I will assess different types of emergency situations and make a report.</p> <p>7th-8th PO 2: I will perform the correct emergency procedure to respond to an emergency situation.</p>			<p>hadahwiisdzooigii, biyi'alah na'adleehi, i'ii'niil,</p>
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Third Quarter				
<p><u>3rd Quarter</u></p> <p><i>Week ONE: Early Navajo History, The First Four Worlds: Black, Blue, Yellow and White Worlds</i></p> <p><i>Week TWO: The Emergence to the White World and Changing Woman Story</i></p> <p><i>Week THREE: The Birth of the Warrior Twins and journey to the Sun</i></p> <p><i>Week FOUR: The Warrior Twins Kill The Monsters</i></p>	<p>HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.</p> <p>C1.PO3 I will research and analyze Dine historical events.</p> <p>HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.</p> <p>HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs</p>	<p>What were the four worlds that are mentioned in Dine history?</p> <p>What was the role of the Warrior Twins?</p> <p>What are the origins of Navajo clans & adopted clans?</p> <p>Why is it important to know about clans and kinship?</p> <p>What are some reasons Navajos moved west of the Dinetah area towards Canyon de Chelly?</p> <p>What are some reasons that a state of war existed between Navajos and Spaniards/Mexicans?</p>	<p>Students will recognize and identify the origins of Dine history</p> <p>Students will recognize and identify specific events such as migrations through the four, previous worlds, the emergence, the discovery of Changing Woman, and the Warrior Twins journey to the Sun.</p> <p>Students will recognize the purpose of the clans and identify the 4 first clans.</p> <p>Students will evaluate why the explorers came to this continent.</p> <p>Students will evaluate how the early Navajos lived in Dinetah.</p>	<p>History</p> <p>Oral History</p> <p>Self-Identity</p> <p>Clans</p> <p>Changing Woman</p> <p>Warrior Twins</p> <p>Animal Guardians</p> <p>Migrations</p> <p>Emergence</p> <p>War</p> <p>Peace</p> <p>Colonized</p> <p>Dinetah</p> <p>Spaniards</p> <p>Pueblos</p> <p>Mexicans</p> <p>Slavery</p> <p>Raiding</p> <p>Leadership</p>

Week FIVE: The Creation of the Clans and return to Dinetah	HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.	What were some of the reasons Pueblo Indians joined the Navajos in Dinetah and what were the results?	Students will evaluate how and why the Spaniards came to the southwest.	Naat'aanii Chief Manuelito Barboncito Narbona
Week SIX: Arrival of Spanish and Colonization	HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.	What are the forms of political involvement available in Navajo communities ?	Students will Compare & Contrast varying perspective presented in the readings	Zarcillos Largo Ganado Mucho Annie Wauneka
Week SEVEN: Arrival of the Americans and the LONG WALK	HS.SP2.2 Analyze the ways in which perspective shapes recorded history. C4.PO4 I will research the purpose of events in a historical timeline.	What were some reasons why any treaties signed with Navajos failed?	Students will Predict alternate outcomes to Significant events in Navajo History.	Chee Dodge Raymond Nakai Peter Macdonald Pete Zah
Week EIGHT: The Treaty of 1968 and the Reservation Years	HS.SP2.2 Analyze the ways in which perspective shapes recorded history. C4.PO4 I will research the purpose of events in a historical timeline.	What is a "scorched earth campaign"?	Students will interpret the role of the Navajo Code Talkers in WWII	Americans Kit Carson Fort Sumner
Navajo Clan Legends; The Story of Changing Woman and How She Created the Four Original Clans.		What were some of the events that resulted in the forced march of Navajos to Fort Sumner, NM	Students will interpret some of the reasons Navajo men joined the military during WWII	The Long Walk Treaty of 1868 Oral History Storytelling Livestock Corn Squash Weaving U.S. Army Canyon de Chelly Four Sacred Mountains Apache Ute Comanche Colorado River San Juan River Little Colorado River Rio Grande River Fort Defiance Fort Wingate
Of Mother Earth and Father Sky Navajo Materials Development Project, Rough Rock, AZ		Who are some of the principle Navajo Headmen that are named in Navajo History and what is their significance?		
Navajo; A Century of Progress 1868-1968 Martin A Link, Ed.		How were the Navajo able to control the economic stability of the southwest during the Spanish/Mexican periods?		
Navajo Stories of the Long Walk Period Navajo Community College Press		What was the reason for the creation of the Navajo Nation Government?		
Treaty of 1868		What was the reason uranium began being mined on Navajo land?		
Dine; A History of the Navajos By Peter Iverson		What were some of the reasons the U.S. Government		

<i>The Navajo</i> By Jennifer Denetdale <i>DINETAH; An Early History of the Navajo People.</i> By L.D. Sundberg <i>Origins of the Dine</i> By. M. Mitchell <i>Navajo History VOL 1</i> E. Yazzie, Ed.		implemented Livestock Reduction? How could Livestock Reduction have been avoided? What were some of the things that came about as a result of Livestock Reduction?		
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Third Quarter PO3.r				
WEEKS 1-8 Continue Journal Writing Entries about Valentines Day, Basketball Games, Easter, and Spring Break, etc. WEEKS 1, 2, and 3 Create a 5 Minute Skit Group Project WEEKS 4, 5, & 6 Poetry Writing/Reading Haiku Free Verse Acrostic WEEK 7, 8, & 9	IC.IH3 Communicate about events and experiences with some detail in various time frames IL.IH2 Understand a few details of conversations, even when something unexpected is expressed; sometimes follow what is heard about events and experiences in various time frames PS.IH1 Make general presentations on events and experiences with some control of various time frames PW.IM1 Write and share material about a variety of familiar topics using connected sentences. CUL.A2 Interact at a culturally competent level in familiar and some unfamiliar cultural situations	How can we begin the process of creating a 5 minute skit? What will the theme of our skit be? What are some different types of poems? What are characteristics of haiku, acrostic, and free verse poems? How can I begin to formulate ideas for writing a poem	I can interpret and retell a story in Dine Bizaad I can create a story in Dine Bizaad with characters, a plot, setting, theme, and conflict I can read my story to an audience in Dine Bizaad with appropriate pronunciation We will begin brainstorming possible themes for our five minute skit	Din4 k'ehj7 Din4 k'ehj7 hane' Hane' !h00t'88d7g77 Baahane' Baahashne' Shihane' Nizh0n7go 1h00t'88d7gi 1h00t'88d7gi 1yis77 baahane'y7g77 Ag1adi baach'7hoot'1n7g77 B44shnits4keesi bee Naaltsoos bee Saad bee'7dl7n7g77 baahane' Saad Naach'22h

Show & Tell Writing Project	(e.g., community events, travel, service activities, interactions) ODL.C1.PO4 I will identify the vocabulary used in different contexts		We will begin creating a story line for our five minute skit	Saad naach'22h a['33'7daat'4h7g77
	ODL.C2.PO3 I will ask questions and apply information gained to real life situations.		We will create characters for our five minute skit	Saad naach'33h beek'e'alch7
	ODL.C3.PO2 I will perform a student-created skit to an audience		We will practice reading our five minute skit	Saad naach'33h w0lta
	ODL.C4.PO3 I will research and present Dine cultural items		We will present our five minute skit in front of an audience	Din4 bin11[w0lta'

4th Quarter

<p style="text-align: center;"><i>Post-test</i> <i>Mar 30 – Apr 24</i> (Sped, Prek- 2nd) <i>Food, harvest, code talkers</i></p> <p><i>Unit 2B</i></p>				
Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation</u> <u>Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary

<p>Food Bingo</p> <p>cooking</p> <p>posters</p> <p>Plant corn</p>	<p>Pre K-3 DCB C1 PO1 I will recognize ways to express relationships.</p> <p>C2 PO3 I will identify the teaching of home life.</p> <p>C3 PO3 I will demonstrate and express kindness</p> <p>C4 PO3 I will identify and appreciate the teachings of life surrounding the home</p> <p>K-3-DC-C3-PO3. I will name the various plants within my surrounding.</p> <p>C4-PO-4 I will know opposites of nature.</p> <p>Pre-k-3 DG PO3 I will identify emergency resources in the community.</p> <p>C3 PO2 I will recognize the responsibility and duties of time of day.</p> <p>C4 PO2 I will follow directions.</p>	<p>Haash yit'4ego ch'iyy11n choo'9?</p> <p>Haash yit'4ego nanise' ch'iyy11n al8?</p>	<p>Student will be able to name and identify different types of food</p> <p>Students will identify names of foods commonly grown by dine and state whether they like it or not using sentences</p> <p>Students will make fry bread or use blue corn to make cookies or cupcakes</p> <p>Students will plant corn.</p>	<p>Ch'iyy11n</p> <p>Fruits, veg, meat, dairy</p> <p>Nanise'</p> <p>Plants, corn, beans, potatoes, squash</p> <p>Animals, bear</p> <p>Monkey, lion</p> <p>Elephant, giraffe</p> <p>Deer, zebra</p>
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	<p>Pre-K-3 DH C1 PO4 I will name, recall events, and dates relevant to my current family culture and traditions.</p> <p>C3 PO1 I will identify local historical sites and events.</p> <p>C4 PO2 I will identify how my grandparents kept track of time and seasons.</p> <p>Pre-k-3 ODB C1 PO4 I will identify the vocabulary used in different contexts.</p> <p>C2 PO3 I will answer simple question about myself.</p> <p>C3 PO2 will use puppetry, acting and imitation to present information.</p> <p>C4 PO I will listen to and understand the Dine' language in the home/school.</p>			
<p align="center"><i>Apr 27 – May 15</i> <i>Hogan/Money</i></p>				

Unit 2B

Resources (Content/Academic/ Foundations of Learning)	Din4 Language Culture <u>Navajo Nation</u> <u>Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
National Anthem by Radmilla Cody Navajo Music for Classroom Enrichment . Navajo Rug Weaving Songs Make a book on body parts	Pre K-3 DCB C1 PO3 I will recognize self- respect. C2 PO3 I will identify the teaching of home life. C3 PO3 I will demonstrate and express kindness. C4 PO3 I will identify and appreciate the teachings of life surrounding the home. Pre K-3 DC C1 PO2 I will describe the value of things that I use. C2 PO1 I will use my cultural teachings about how to take care of earth and sky. C3 PO1 I will recognize the stories of a Hogan. C4 PO1 I will recognize the cultural teachings of	What are the different types of home? What are the difference between modern and old Hogan? What is the purpose for a Hogan? What are the five important body parts?	Students will learn different types of home and the purpose for a Hogan Students will understand the types of ceremony take place in a Hogan, sweat lodge etc. <i>Students will build tiny home of their chose</i> Students will Identify different body parts Students will understand their importance, and know their functions	Kinaalda Wedding Ceremonial basket Special days/ceremonies Navajo names Cradle board Ears, eyes, nose face head, mouth, hair Heart, brain, kidneys, liver, lungs, and Brain money, quarter dime, nickel dollar, 1/2dollar 75cents, 15 cent

	<p>the fire. PO2 I will recognize the value of water.</p> <p>Pre K-3 DG C1 PO2 I will be aware of safety procedures.</p> <p>C2 PO2I will develop my thoughts through dine' values.</p> <p>PO3 I will develop and apply a healthy lifestyle.</p> <p>PO4 I will demonstrate appropriate greetings.</p> <p>Pre K-3 DH C1 PO3 I will describe present events.</p> <p>C4 PO3 I will recognize types of dwellings and structure relevant to time in Dine' communities.</p> <p>K-3-OL-C1-PO1: I will listen to and understand everyday situational speech.</p> <p>C2 PO3 I will answer simple questions about myself.</p>			
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	C3 PO4 I will sing a simple song. C4 PO2 I will ask questions about cultural activities at school and home.			
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Unit 4B (3 rd to 5 th)					
Planting, Food (groceries)					
Date	Resource (Content/ Academic/ Foundations of Learning)	<u>Din4 Language Culture</u> Navajo Nation Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
Mar. 23 – April 10	Food Props Food Charts Videos White board Charts Laptops YouTube Dr. Wilson Aronlith Jr. Presentation on Navajo Foods (In Navajo https://www.youtube.com/watch?v=3B_dr6jBWqw	Dine Character Building <u>I will develop and apply critical thinking to establish relationships with the environment.</u> Nitsa1h1kees PO 3. I will demonstrate appropriate generosity. Nahat'1	List at least 5-8 food items Identify 15 food items	Able to say 8 more food item fluently Recognize food items Students are able to make simple sentence using 1 or 2 Food.	Ch'iiny11n Fruits, veg, meat, dairy Nanise' Plants, corn, beans, potatoes, squash Animals, pigs, chickens, cows

		<p>PO 3. I will listen to and apply Dine teachings.</p> <p>PO 3. I will display and safeguard my thoughts.</p> <p>lin1</p> <p>PO 1. I will speak words that reflect my good character.</p> <p>PO 2. I will show respect to my peers.</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 2. I will show thankfulness for my relatives' values.</p> <p>PO 4. I will practice life skills from my relatives.</p> <p>Dine Culture</p> <p><u>I will develop an understanding of Dine way of life.</u></p> <p>Nits1h1k55s</p> <p>PO 2. I will organize and keep track of my personal belongings.</p> <p>Nahat'1</p>			
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		<p>PO 1. I will retell my cultural teachings of earth and sky.</p> <p>PO 3. I will listen to and retell stories related to elements of nature.</p> <p>lina</p> <p>PO 3. I will recognize the edible plants in my environment.</p> <p>Siihasin</p> <p>PO 4. I will acknowledge the duality in nature.</p> <p>Oral Dine Language</p> <p><u>Utilizing the Navajo Language and culture, I will listen, communicate, observe and understand appropriately.</u></p> <p>Nits1h1k55s</p> <p>PO 2. I will listen and seek for specific information.</p> <p>Nahat'1</p> <p>PO. 3. I will hold a simple conversation with my peers.</p>			
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		<p>lin1</p> <p>PO 3. I will use demonstrate my culture knowledge in oral presentations.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand language spoken in my immediate community.</p> <p>Dine History</p> <p><u>I will understand historical/ Factual events, People and symbols that influence my family.</u></p> <p>Nits1h1k55s</p> <p>PO 3. I will explain the Dine Historical timeline.</p> <p>Nahat'1</p> <p>PO 1. I will Research the sacred sites within my community.</p> <p>lin1</p> <p>PO 3. I will identify the captivity and the hardship that affected Dine People</p>			
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		<p>Siihasin</p> <p>PO 2. I will identify the teachings of Dine Culture and history.</p> <p>PO 4. I will retell major dine historical events</p>			
Unit 5B					
Hooghan/ Money					
Date	Resources (Content/ Academic/ Foundations of Learning)	<u>Din4 Language Culture Navajo Nation Standard</u>	Essential Question (HESS Matrix)	Learning Goal	Vocabulary
April 13 – May 01	<p>Hooghan Booklet</p> <p>Story of the First Hogan Book by Don Mose Jr</p> <p>Hooghan Worksheet</p>	<p>Dine Character</p> <p><u>I will develop and apply critical thinking to establish relationships with the environment.</u></p> <p>Nits1h1kees</p> <p>PO 3. I will demonstrate appropriate generosity.</p> <p>Nahat'1</p>	<p>What is the difference between a male and female hooghan?</p> <p>Identify 2-3 hooghan</p> <p>Explain which direction is door place and why?</p>	<p>Learn different types of home Hogan, modern homes</p> <p>Kinaalda Wedding Ceremonial basket</p> <p>Special days/ceremonies</p> <p>Navajo names Cradle board</p> <p>Money Coins</p>	<p>Hogan nimaazi</p> <p>Four element of life: air, water, fire, earth, four direction, four seasons & 4 mountains</p>

		<p>PO 1. I will listen to and apply Dine teachings.</p> <p>PO 3. I will display and safeguard my thoughts.</p> <p>PO 4. I will explain good judgements that I use to guide me.</p> <p>lin1</p> <p>PO 1. I will speak words that reflect my good character.</p> <p>PO 2. I will show respect to my peers.</p> <p>PO 3. I will Cooperate with my peers.</p> <p>PO 4. I will refrain from bullying.</p> <p>Siihasin</p> <p>PO 2. I will show thankfulness for my relatives' values.</p> <p>PO 4. I will practice life skills from my relatives.</p> <p>Dine Culture</p>	How do you say fifteen cents in Navajo?		
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		<p>I will develop an understanding of Dine way of life.</p> <p>Nits1h1kees</p> <p>PO 2. I will demonstrate proper usage of traditional attire.</p> <p>Nahat'1</p> <p>PO 3 I will choose topic of nature and present it.</p> <p>lin1</p> <p>PO 1. I will differentiate the teachings of the Hogan.</p> <p>Siihasiin</p> <p>PO 1. I will live by the fundamental standards of living in harmony.</p> <p>PO 4. I will identify the stories related to duality.</p> <p><u>Oral Dine language</u></p> <p><u>Utilizing the Navajo language and culture, I will listen, communicate, observe, and</u></p>			
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		<p>understand appropriately.</p> <p>Nits1hakees</p> <p>PO 1. I will listen to a speaker and restate the main points.</p> <p>PO 2. I will listen and seek for specific information.</p> <p>PO 3. I will demonstrate my comprehension by acting out a story.</p> <p>PO 4. I will identify and name various object in and around my home.</p> <p>Nahat'1</p> <p>PO 1. I will give oral directions to my peers.</p> <p>PO 3. I will hold a simple conversation with my peers.</p> <p>lin1</p> <p>PO 3. I will demonstrate my cultural knowledge in oral presentations.</p> <p>Siihasin</p> <p>PO 1. I will listen and understand</p>			
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		<p>language spoken in my immediate community.</p> <p>Dine History</p> <p>I will understand historical/factual events, people and symbols that influence my family.</p> <p>Nits1h1kees</p> <p>PO I will explain the Dine Historical timeline.</p> <p>Nahat'1</p> <p>PO 3. I will explain the Dine historical timeline.</p> <p>PO 4. I will retell Dine oral narratives.</p> <p>lin1</p> <p>PO 3. I will identify and the hardship that affected Dine people.</p> <p>PO 4. I will research how the Navajo language played a role in contributing to our safety and protection.</p> <p>Siihasin</p>			
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		<p>PO 1. I will practice my Dine Culture teachings.</p> <p>PO 2 I will identify the teachings of Dine culture and history.</p> <p>PO 3 I will illustrate/draw examples of time passage in architecture/housings, community developments</p>			
April 22 – 24, 2024 DODE Post Test					
May 04-08,2026 EOY TESTING					

<p>4th Quarter 6th to 8th grade Navajo Nation Seal/Flag</p>				
March 16-20, 2026	<p><u>Dine' History Standards:</u></p> <p>4-6 PO 3: I will interpret the purpose and meaning of the Navajo Nation symbols.</p> <p>7-8 PO 3: I will interpret the symbolic representations of</p>	<p>What does the NN seal represent?</p> <p>What do the symbols on the NN seal mean?</p> <p>What does the NN Flag represent?</p>	<p>I will understand and interpret the purpose and meaning of the NN Seal.</p> <p>I will understand and interpret the purpose and meaning of the NN Flag.</p>	<p>Navajo Nation (NN) Seal</p> <p>Navajo Nation Flag</p> <p>officially adopted resolution modified Navajo Tribe</p>

		What do the symbols on the NN Flag mean?		symbolize industry sovereignty original livestocks economy potential
Navajo Nation Flag/Seal				
March 23-27, 2026	<u>Dine' History Standards:</u> 4-6 PO 3: I will interpret the purpose and meaning of the Navajo Nation symbols. 7-8 PO 3: I will interpret the symbolic representations of	What does the NN seal represent? What do the symbols on the NN seal mean? What does the NN Flag represent? What do the symbols on the NN Flag mean?	I will understand and interpret the purpose and meaning of the NN Seal. I will understand and interpret the purpose and meaning of the NN Flag.	Navajo Nation (NN) Seal Navajo Nation Flag officially adopted resolution modified Navajo Tribe symbolize industry sovereignty original livestock economy potential
Navajo Alphabet/Sounds				
March 30-April 3, 2026	<u>Oral Dine' Language Standards:</u> 4th-6th PO 1: I will listen to a speaker and restate the main points.	How many Alphabets are in the Navajo Sound system? How many basic Navajo Vowels are there?	I will identify the basic components of the Navajo Sound System. I will compare and contrast the sound system of Dine to English	Saad bee al'7n7, zaat['ah, zaa'11n, diits'a', dadiits'a', deigo diits'a', w0dahgo diits'a', w0yahgo diits'a',

	<p>4th-6th PO 2: I will listen and seek for specific information.</p> <p>7th-8th PO 2: I will recognize patterns in regular and irregular verbs.</p> <p>7th-8th PO 4: I will converse in complex narratives. letters through phonological means.</p>	<p>Which consonants in the English alphabets are not found in the Navajo Alphabets?</p> <p>How many glottalized consonants are in the Navajo sound System?</p> <p>How many digraphs are in the Navajo Sound system?</p> <p>How many trigraphs are in the Navajo Sound system? How do you distinguish between the long and short vowels?</p> <p>Why are diacritical marks important in the Navajo Sound system?</p> <p>What are diphthongs in the Navajo Sound system?</p> <p>Give some examples.</p>	<p>(equivalent and non-equivalent sounds).</p> <p>I will distinguish between individual consonant and vowel sounds.</p> <p>I will read and write individual consonant and vowel sounds in Dine.</p> <p>I will identify and name the diacritical marks in Dine and explain why each is used in the Language.</p> <p>I will practice sounding out the Navajo alphabets (monographs, digraphs, trigraphs) and the low and high tone vowel combinations (Blending sounds).</p> <p>I will vocalize the unique consonants and vowels to produce accurate sounds (ch', dl, dz, gh, hw,k', kw, [, t[, t['', ts').</p> <p>I will understand the importance of why diacritical marks are used.</p> <p>I will blend consonants and vowels to accurately pronounce Dine words.</p>	<p>ach9shtah diits'a', deigo diits'a', yaago diits'a', niilt[i]', saad niyii[t[11d, zaa'11n 1daa[ts'7s7g77, zaa'11n danineez7g77, saad a[ts'1daasdzh, zaa'11n neilo'7, zaa'11n a['aan 1t'4h7g77 a[hii' sinil, monograph, digraph, trigraph, short low tone, short high tone, short nasal, short high & nasal tone, long low tone, long high tone, long nasal, long high & nasal tone, falling tone, rising tone, diphthong, Din4 N1h0dl0onii, Naadine'4, Din4 bizaad, w0lta', na'adzoh, nab0honitaah, 0hoo'aah, b0hoo'aah,</p>
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Navajo Alphabet/Sounds

April 6-10, 2026	<u>Oral Dine' Language Standards:</u> 4th-6th PO 1: I will listen to a speaker and restate the main points. 4th-6th PO 2: I will listen and seek for specific information. 7th-8th PO 2: I will recognize patterns in regular and irregular verbs. 7th-8th PO 4: I will converse in complex narratives.	How many Alphabets are in the Navajo Sound system? How many basic Navajo Vowels are there? Which consonants in the English alphabets are not found in the Navajo Alphabets? How many glottalized consonants are in the Navajo sound System? How many digraphs are in the Navajo Sound system? How many trigraphs are in the Navajo Sound system? How do you distinguish between the long and short vowels? Why are diacritical marks important in the Navajo Sound system? What are diphthongs in the Navajo Sound system? Give some examples.	I will identify the basic components of the Navajo Sound System. I will compare and contrast the sound system of Dine to English (equivalent and non-equivalent sounds). I will distinguish between individual consonant and vowel sounds. I will read and write individual consonant and vowel sounds in Dine. I will identify and name the diacritical marks in Dine and explain why each is used in the Language. I will practice sounding out the Navajo alphabets (monographs, digraphs, trigraphs) and the low and high tone vowel combinations (Blending sounds). I will vocalize the unique consonants and vowels to produce accurate sounds (ch', dl, dz, gh, hw,k', kw, [, t[, t[' , ts').	Saad bee al'7n7, zaat[ah, zaa'11n, diits'a', dadiits'a', deigo diits'a', w0dahgo diits'a', w0yahgo diits'a', ach9shtah diits'a', deigo diits'a', yaago diits'a', niilt[i', saad niyii[t[11d, zaa'11n 1daa[ts'7s7g77, zaa'11n danineez7g77, saad a[ts'1daasdzoh, zaa'11n neilo'7, zaa'11n a[aaan 1t'4h7g77 a[hii' sinil, monograph, digraph, trigraph, short low tone, short high tone, short nasal, short high & nasal tone, long low tone, long high tone, long nasal, long high & nasal tone, falling tone, rising tone, diphthong, Din4
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			<p>I will understand the importance of why diacritical marks are used.</p> <p>I will blend consonants and vowels to accurately pronounce Dine words.</p>	<p>N1h0dl0onii, Naadine'4, Din4 bizaad, w0lta', na'adzoh, nab0honitaah, 0hoo'aah, b0hoo'aah,</p>
Handling Verbs				
April 13-17, 2026	<p><u>Oral Dine' Language Standards:</u></p> <p>4th-6th PO 1: I will listen to a speaker and relate the main points.</p> <p>7th-8th PO 1: I will understand conversations among my people.</p> <p>4th-6th PO 2: I will use verb modes appropriately to describe what I am doing.</p> <p>7th-8th PO 2: I will recognize patterns in regular and irregular verbs.</p>	What is Naalye saad?	<p>I will be able to identify what Naalye saad is.</p> <p>I will be able to say and demonstrate shaa ni'aah.</p> <p>I will be able to say and demonstrate shaa nile and shaa nijaah.</p> <p>I will be able to say and demonstrate shaa nilmaas and shaa niltxeeh.</p>	<p>Naalye Saad, Shaa ni'aah shaa nile shaa nijaah shaa nilmaas shaa niltxeeh Shaa niltsoos</p>
Handling Verbs				
April 20-24, 2026	<p><u>Oral Dine' Language Standards:</u></p> <p>4th-6th PO 1: I will listen to a speaker and relate the main points.</p>	What is Naalye saad?	<p>I will be able to identify what Naalye saad is.</p> <p>I will be able to say and demonstrate shaa ni'aah.</p>	<p>Naalye Saad, Shaa ni'aah shaa nile shaa nijaah shaa nilmaas shaa niltxeeh</p>

	<p>7th-8th PO 1: I will understand conversations among my people.</p> <p>4th-6th PO 2: I will use verb modes appropriately to describe what I am doing.</p> <p>7th-8th PO 2: I will recognize patterns in regular and irregular verbs.</p>		<p>I will be able to say and demonstrate shaa nile and shaa nijaah.</p> <p>I will be able to say and demonstrate shaa nilmaas and shaa niltxeeh.</p>	Shaa niltsoos
Spring Activities				
<p>April 27- May 1, 2026</p>	<p><u>Dine' Character Building Standards:</u></p> <p>7th-8th PO 1: I will explain ways to be thankful or land and its resources.</p> <p>7th-8th PO 2: I will show respect and take care of the natural resources.</p> <p>7th-8th PO 3: I will describe ways to appreciate the natural elements of earth and shy.</p> <p><u>Dine' Culture Standards:</u></p> <p>4th-6th PO 1: I will describe the cultural</p>	<p>What activities are common during Spring?</p> <p>What is the Baby's First Laugh ceremony?</p> <p>What are the parts of a Navajo basket?</p> <p>What are the parts of a cradleboard?</p> <p>Why do we have the Baby's First Laugh ceremony?</p> <p>Why do we use a cradleboard for infants?</p>	<p>I will be able to:</p> <p>-Compare and contrast the facts about the Spring season using Dine vocabulary.</p> <p>-Interpret Traditional Dine activities that happen in the Spring season (i.e., natural events, including animal migration, animal reproduction, changes in environment, traditional events; planting and shearing sheep).</p> <p>-Compare and contrast the facts about the four seasons using Dine vocabulary.</p> <p>-Read a story on Traditional Spring Activities: sheep shearing, planting, livestock reproduction, historical</p>	<p>Daan N1h1sdl99' W00zhch'99d, T'33tsoh, T'33chil, T'iis Bit'22' t1t'id, chil h11danise' ch'44n7[doi n7yol [eezh bi[n7yil Nahasdz1 1n j0honaa'47 dib4y1zh7 t['7z7y1zh7 l4'4y1zh7 b44gha shiyy11zh dib4ts' a'ii naaldlooshii nida'ii[ch77h ch'il h11danise' nanise' T'11chil, n11ts'77lid naha [tin t1'dig44sh k'</p>

	teachings of the fire stick. 7th-8th PO 1: I will live by the fundamental standards of living in harmony.		events and natural events that take place in the spring time. -Read a story about a Baby's First Laugh, Cradleboard story, and the Navajo basket. -Construct a cradle board and label each part of the cradleboard. -Reading and comprehending expository text in English	ida'dile' aw44' ch '7d7ldoh ch'7deel do' aw44'ts'11l: An11', ajaa' yoo[gai, dootl'izhii, nahasdz11n, y1di[hi[, sh1bitl'00l, n11ts'77lid, n11ts'77lid agod7, atsinilt['ish, atsoolhxa[Ha'1t'ii, h17, h1d33', h1ad7, hait'10? lisin7[ts'33'
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Spring Activities

May 4-8, 2026	<u>Dine' Character Building Standards:</u> 7th-8th PO 1: I will explain ways to be thankful or land and its resources. 7th-8th PO 2: I will show respect and take care of the natural resources. 7th-8th PO 3: I will describe ways to appreciate the natural elements of earth and shy.	What activities are common during Spring? What is the Baby's First Laugh ceremony? What are the parts of a Navajo basket? What are the parts of a cradleboard? Why do we have the Baby's First Laugh ceremony? Why do we use a cradleboard for infants?	I will be able to: -Compare and contrast the facts about the Spring season using Dine vocabulary. -Interpret Traditional Dine activities that happen in the Spring season (i.e., natural events, including animal migration, animal reproduction, changes in environment, traditional events; planting and shearing sheep). -Compare and contrast the facts about the four seasons using Dine vocabulary.	Daan N1h1sdl99' W00zhch'99d, T'33tsoh, T'33chil, T'iis Bit'22' t1t['id, chil h11danise' ch'44n7[doi n7yol [eezh bi[n7yil Nahasdz1 1n j0honaa'47 dib4y1zh7 t['7z7y1zh7 l4'4y1zh7 b44gha shiyy11zh dib4ts' a'ii naaldlooshii nida'ii[ch77h ch'il
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	<p><u>Dine' Culture Standards:</u></p> <p>4th-6th PO 1: I will describe the cultural teachings of the fire stick.</p> <p>7th-8th PO 1: I will live by the fundamental standards of living in harmony.</p>		<p>-Read a story on Traditional Spring Activities: sheep shearing, planting, livestock reproduction, historical events and natural events that take place in the spring time.</p> <p>-Read a story about a Baby's First Laugh, Cradleboard story, and the Navajo basket.</p> <p>-Construct a cradle board and label each part of the cradleboard.</p> <p>-Reading and comprehending expository text in English</p>	<p>h11danise' nanise' T'11chil, n11ts'77lid naha [tin t1'dig44sh k' ida'dile' aw44' ch'7d7ldoh ch'7deel do' aw44'ts'11l: An11', ajaa' yoo[gai, dootl'izhii, nahasdz11n, y1di[hi[, sh1bitl'00l, n11ts'77lid, n11ts'77lid agod7, atsinilt['ish, atsoolhxa[Ha'1t'ii, h17, h1d33', h1ad7, hait'10? lisin7[ts'33'</p>
Review and Testing Week				
<p>May 11-21, 2026</p> <p>EOY test for 6th, 7th, and 8th grades</p>	<p>4th-6th PO 3: I will display and safeguard my thoughts.</p> <p>4th-6th PO 4: I will explain good judgements that I use to guide me.</p>	<p>What topics were on the EOY?</p>	<p>I will review all topics to prepare for their EOY test.</p> <p>Oral Navajo Language Test - Oral Self Introduction in Dine' Language and EOY written test</p> <p>Grades: 6th, 7th, 8th</p>	<p>All vocabulary words from this semester.</p>

Fourth Quarter (Navajo History and Government)

<p>4th QUARTER</p> <p>Week ONE: Reservation Life and the discovery of oil and uranium</p> <p>Week TWO: The establishment of the Navajo Nation Government</p> <p>Week THREE: Livestock Reduction</p> <p>Week FOUR: WWII and The Navajo Code Talkers</p> <p>Week FIVE: Modern Navajo Nation Government, sovereignty, and the Navajo Nation Flag and Seal</p> <p>Week SIX: The Navajo Nation Council and How our Government works</p> <p>Week SEVEN: Water Rights and The Navajo/Hopi Land Dispute</p> <p>Week EIGHT: Modern Navajo Life: Gaming, Resource Development</p> <p>Week NINE: Looking to the Future</p> <p>*Navajo Tribal Code</p> <p><i>The Navajo Political Experience by D. Wilkins</i></p>	<p>HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.</p> <p>C1.PO3 I will research and analyze Dine historical events.</p> <p>HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.</p> <p>HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. • Key tools and representations such as maps, remotely sensed and other images, tables, and graphs</p> <p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.</p> <p>HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.</p> <p>HS.SP2.2 Analyze the ways in which perspective shapes recorded history.</p> <p>C4.PO4 I will research the purpose of events in a historical timeline.</p> <p>HS.SP2.2 Analyze the ways in which perspective shapes recorded history.</p> <p>C4.PO4 I will research the purpose of events in a historical timeline.</p>	<p>What is Native American citizenship and voting rights?</p> <p>What are the basic political, social responsibilities of citizenship?</p> <p>What are the forms of political involvement available in Navajo communities?</p> <p>What is Sovereignty?</p> <p>What is the significance of the Indian Citizenship Act, the Miriam Report of 1928?</p> <p>How has tribal sovereignty evolved?</p> <p>What are the tenets that establish tribal sovereignty?</p> <p>What is the Navajo Nation Government's relationship to state and federal governments?</p> <p>How does an active member of the community make positive contributions to the wellbeing of the community?</p> <p>What are persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA etc.)?</p> <p>What is the Navajo-Hopi Land Dispute?</p>	<p>Students will illustrate my understanding of the Navajo Nation seal and flag through drawings.</p> <p>Students will evaluate the reasons for Navajo government reform in 1989, Title II Amendments.</p> <p>Students will Compare & Contrast varying perspective presented in the readings</p> <p>Students will Predict alternate outcomes to Significant events in Navajo History</p> <p>Students will identify and describe the roles of the three branches of the Navajo Nation Government</p> <p>Students will identify the current Navajo Nation President and Vice-President</p> <p>Students will identify the Council Delegate for their Chapter</p>	<p>Government Chairman Politics Reservation Sovereignty Constitution Legislative Branch Judicial Branch Executive Branch President Vice-President Speaker-of-the-Council Council Delegate Election Navajo Nation Code Naachid Unicameral Legislature Termination Allotment Assimilation Civil Rights Colonization Self-Determination Livestock Reduction Wage Work Veto Constituents Electoral Election Joint Use Area Navajo-Hopi Land Dispute Uranium Mines Water Rights Oil Drilling Coal Mine Chapters Township Lease Interest Groups Lobby</p>
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<p><i>Dine; A History of the Navajos</i> By Peter Iverson</p> <p><i>The Navajo</i> By Jennifer Denetdale</p>		<p>What were some of the reasons the U.S. government wanted to divide the land between Navajo and Hopi?</p> <p>What are persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA etc.)?</p> <p>What is Livestock Reduction?</p> <p>How could Livestock Reduction have been avoided?</p> <p>What is the Navajo-Hopi Land Dispute?</p> <p>What were some of the reasons the U.S. government wanted to divide the land between Navajo and Hopi?</p> <p>What were some reasons why a Navajo Government was established?</p> <p>Why was uranium mined on the Navajo Nation and what were the consequences?</p> <p>What are some reasons why the Navajo Nation does not have a constitution?</p> <p>What is the Navajo Nation Code?</p>		<p>Qualifications</p> <p>Campaign</p> <p>Resolution</p> <p>Vote</p> <p>Relocation</p> <p>Tuberculosis</p> <p>Spanish Flu</p> <p>COVID 19</p>
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Fourth Quarter (Navajo Language II)

WEEKS 1 to 9 FINAL PORTFOLIO PROJECT	IC.AL1 Engage in conversations about familiar and some academic topics that go beyond everyday life using multiple simple sentences	What are some reasons Navajo people have livestock?	I will create a booklet on livestock and how they are used and cared for	{99' Dib4 B44gashii T['7z7 Shil99 Shidib4 Shib44gashii Shit['7z7 Dib4 y1zh7 T['7z7 y1zh7
WEEK 1, 2, & 3 Navajo Livestock Booklet Project	IL.AL1 Understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.	Why did our Dine people depend on livestock?	I can interpret on how Navajo livestock contributed to the Navajo economy.	Yishh44[Yiy44[Yooy44[Hanisht1 han7t1 hainit1; Ba'nishjoo[ba'ni[joo[ba'diiljo[Ba'doo[jo[
WEEKS 4, 5, & 6 Plant Poster Project	PS.AL1 Deliver detailed presentations on events, interests, experiences, and academic topics in various time frames	What are the implications of raising/owning livestock for younger generations?	I can identify and state why livestock are important to Navajo people	
WEEKS 7-10 Navajo traditional arts Moccasin Making	PW.L1 Write and present organized paragraphs appropriate to an audience on a variety of topics, events, and experiences in various time frames ODL.C1.PO3 I will demonstrate my understandings of oral narratives and other authentic stories ODL.C2.PO4 I will speak fluently in various situations/dialogue	What are some common plants that grow on Navajoland? What are some of the uses of various plants that grow on Navajoland? What are the materials needed to make a pair of Navajo moccasins?	I can state how to take care of livestock I will identify, photograph, and describe various plants that grow on Navajoland I will create a Poster about the plants that I have identified and photographed I will read about the history of moccasins in Navajo culture	

		<p>How did Navajo people get moccasins?</p> <p>What experience do I have with sewing leather and leather work?</p> <p>What is the process for making moccasins?</p>	<p>I will write sentences about the materials and process of making moccasins</p> <p>I will sew a pair of moccasins using tools provided and safely using tools</p> <p>I will complete my Final Portfolio</p>	
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