Heritage Navajo and Spanish Language

Oral Language

1. I will identify and name various objects in and around my home.
2. Generate, design, create, and produce a travel brochure of Navajo Nation and communities.
3. Identify, list, organize and develop charts of daily routines at home and school.
4. Design and create recipe books for Navajo or Hispanic traditional dishes.
5. Brainstorm and list Navajo or Hispanic traditional foods common to students and their communities. Research traditional foods and create various ways for presentations.

Culture

6. Find and collect any family cultural items and jewelry. Interview a family member about the history and significance of their family cultural valuables. Write about the significance and importance of carrying on the stories of the valuables and how to preserve that for the family so it will be retold from generation to generation. Create a media presentation to share the information with peers and family. Create a book for the family.
7. List Day and Nightly schedules with a checklist to do.
8. Explain family tree showing relationships using pictures and illustrations.
9. Track the various types of weather in one month and tabulate the findings. Tell of the various types of weather. Illustrate and tell of the day’s weather.
10. Make a daily weather forecast.
11. Identify and list types of birds and insects that are common to their home, school, community. Create a booklet containing the list of birds and insects by using student illustrations.
12. Label parts of plants in Navajo and Spanish. Collect and compare and contrast local plants around their homes and school. Record findings through illustrations in their journals.
13. Organize different uses of plants using a graphic organizer. Explain how each category has an impact on our lives.
14. Investigate the scientific process of how plants grow (photosynthesis). Show and explain by preparing a digital flow chart that illustrates the sequence.
15. Research different ways families utilize plants (herbs) at home (food, medicinal). With the help of family, have students create a presentation to show findings.
16. Take nature walks and identify types of plants including trees. Have students describe what they see around their school and home. Develop a booklet of the plants using their illustrations or photo images from the internet.
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18. Research 100 ways to conserve water and create a pamphlet for peers, school, family, and community.
19. Identify and list ways we use water at home and school. Create two booklets using student illustrations to show how water is used at home and the other; how water is used at school.
20. Synthesize and apply concepts of how student’s upbringing has made an impact on their current lives. Use reflection journals to do a self-evaluation and assessment of their influences.

21. Interview parents and inquire about rules that they lived by when they were young. Make a connection by formulating a comparison with how their parents are disciplined and responsible.

22. Differentiate and examine how parent’s rules have changed from elementary, to Jr. High, to High School. Develop a logical argument to decide if rules have made a positive impact on becoming a responsible person.

23. Research ways to connect to the environment such as doing activities outside. For example, taking walks, hiking, picking up trash weekly around home, etc., Develop a logical argument to promote connecting to the environment in relation our Navajo traditional teachings. Design a presentation to share.

24. Research ways to help the environment beginning from home.

25. Organize a research project to collect and display photographs of extended relatives. Student will show extended relatives by families by creating a booklet that they will share with extended and immediate families to recognize and distinguish clan lineage. With the help of family, create a family tree to show clan lineage and extend as far back as student can to identify family. Create a digital family tree and share with family and relatives.

26. Identify and define life patterns of their families. Students will distinguish and interpret family unity. Students will list ways they show and talk about how they show appreciation for one another. List ways they spend quality family time together. Student will construct new ways to spend quality family time and present to families.

27. Student will identify and list ways they can show respect and appreciation for family. Student will create their own monthly calendar and show how they can implement appreciation tasks for family. Student will implement an assessment journal of their tasks and measure for improvements.

28. Students will identify and list ways to help with chores at home for parents and grandparents. Student will develop a chore chart and write a summary of each chore. Parents will sign off on student chore chart and return to school for credit.

29. Student will create a flowchart of how they see themselves in 20 plus years. Student will create an ideal life at that time. Students will use photographs, illustrations, and items to create their ideal life in 20 years.

30. Student will recall all the successes throughout their lives from memory. Student will create achievable goals to add to their successes.

31. Keep an eye out for things to be grateful for – a sunset, a smile from a stranger, a good commute. Keep a gratitude journal where everyday student will list all the things they have to be grateful for.

32. Student will say something positive about self every time he/she sees image or reflection of self.