

Din4 Character Standards Scope and Sequence - Concept 4; PO 1

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

Concept 4:

PreK-3rd T’11 a[tson7baa ah44hwiindzin.
I will understand and appreciate all things.

4th-12th T’11 altson7k’4 y7n7sh’n7go baa ah44h nisin doolee].
I will express gratitude in everything.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 Shizaad d00 she’4’ool’8[baa ah44h nisin doolee]. I will show appreciation for my Diné language and customary practices.</p>	<p>Create a scavenger hunt for peers and local Jr. High schools. Questions and items will be related to Navajo culture and background.</p>	<p>Student will choose a historical person, media figure, acquaintances, or family members that they admire. Student will research and tell how cultural beliefs surrounding the person relate to them and their culture. Create a media product to share information.</p>	<p>Students will bring a cultural object they identify with that is related to his/her family’s background. Students will share how they connect to that object. Student will prepare a case to present his/her view about how the cultural object shows appreciation for Diné language and culture.</p>	<p>Formulate a personal timeline by drawing a long straight line and labeling the left end of the line “birth day” and the right end “today.” Student will investigate and formulate events in their lives that taught them about being Navajo. Students will connect and tell how those events has an impact on their appreciation for Diné language and culture.</p>

<p>7th-8th PO 1 Shik4yah biyi' d00 bik11'g00 dah0l0onii baa ah44h nisin doolee[. I will explain ways to be thankful for land and its resources.</p> <p>4th-6th PO 1 Shik'47baa aheeh nisin d00 shi[nil98 doolee[. I will demonstrate thankfulness for my extended family.</p> <p>PreK- 3rd PO 1 Shighan d00 bi[h1744' baa ah44h nisin doolee[. I will demonstrate ways to be thankful for my home and immediate family.</p>	8	7	6	5
	Identify Navajo words and terms that are commonly used for being thankful and appreciative. Promote Navajo words of the day using a special bulletin board and email teachers and family explaining those Navajo words. Encourage others to use them when appropriate.	Using art media, students will create projects that show their appreciation for the land and its resources. Student artists will use the artist's various cultural backgrounds as a medium. Students will plan a cultural Art Exhibit to show and share their perspectives and experiences about the land and its resources.	Create questions for an interview with an elderly and a peer. Have a group conversation about personal beliefs around age. Compare and contrast responses using a Venn Diagram. Share any highlights of the conversation. Share findings through a digital presentation.	Choose someone in the family of a different generation than the student. Student will interview person and distinguish how you make a connection with them. Encourage student to share how these individuals represent their family.
	4	3	2	1
	Create a display wall for students to show photos and descriptions of their family. Students will share facts and stories about their families that make them unique. Share strengths they have and challenges they faced as a family.	Students will define the word appreciation using background knowledge. Student will demonstrate how they appreciate each of their family member and their home by creating a project board using poems, illustrations, and photos.	Students will identify and list ways they can show their family their appreciation for having a home and family. Students will create a monthly calendar and specify appreciation activities. Students will share with family.	Students will identify the meaning of having a family and a home using the five senses. Each student will create a poster collage using photos to share with peers and family.
	K		Pre-K	
	Create a book with student illustrations of immediate family and home. With the help of teacher, student will label family members.		Identify and Recognize family members and student's home. Share and tell about	

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

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Concept 4:

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Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 Shizaad d00 she’4’ool’8[baa ah44h nisingo bee nahash’11 d00 bee na’nishtin doolee[. I will practice my language and culture by using it to plan and teach others.</p>	<p>Students will design a school year of activities they will perform for elementary students such as skits, theatrical plays, and puppet shows in Navajo. Students will apply cultural concepts to help elementary students make valuable connections to Navajo language and culture.</p>	<p>Student will design a survey to find out what their peers think about using Navajo language and practicing culture. Students will analyze the data and develop a logical argument to show the significance of using Navajo language and culture in their lives. Student will share with peers.</p>	<p>Student will plan and create 4 simple lessons to teach to elementary students every quarter, about colors, shapes, animals, directions, family, etc. Students will video record their instruction and use it to evaluate themselves on their language and culture knowledge and practice.</p>	<p>Student will research and reflect his/her upbringing and use background information to write an essay about what it means to be Navajo. Student will create a poster to show information.</p>

<p>7th-8th PO 2 Shik4yah bits'33d00 dah0l0onii baa h33h nisin d00 baa 1h1shy32 doolee[. I will show respect and take care of the natural resources.</p> <p>4th-6th PO 2 Shik'47binahat'a' binahj8 0'hoosh'aahgo baa ah44h nisin doolee[. I will show thankfulness for my relatives' values.</p> <p>PreK- 3rd PO 2 Shizh4'4 d00 Shim1 binahat'a' y'5'h'5ts'32'go baa ah44h nisin doolee[. I will express and value my parent's Diné way of life teaching.</p>	8	7	6	5
	Student will interview elderly and investigate how our people kept in harmony with mother earth utilizing ceremonies, prayers, songs, and offerings. Student will share information to peers for awareness.	Student will research natural resources that are common to his/her community or region of the Nation. Student will construct a topographic map to show locations of natural resources.	Collect information from interviews of elderly in the family and identify 3 values that are prominent teachings of the family. Collect and display items that show the 3 values.	Students will identify and list family values and interpret its meaning.
	4	3	2	1
	Student will identify relatives who have had an impact on their life. Student will recognize their appreciation for their positive influence by writing them a letter.	Write a family history together by recording the stories about accomplishments, humorous events, and special memories in a scrapbook. Students will share with peers.	Create an appreciation silhouette by drawing an outline of each family member and writing within each outline all of the things you appreciate about that person.	Student will recognize parent's Dine way of life teaching from observations in the home. Using illustrations, student will identify rules in the home. (no running in the house, keep your house clean inside and outside, etc.,)
	K		Pre-K	
	Student will identify, list, and illustrate 5 things that their parents taught them (tying shoes, brushing teeth, writing names, etc.,)	Student will recognize parent's rules in the house .		

Din4 Character Standards Scope and Sequence - Concept 4; PO 3

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Performance Objective 3	12	11	10	9
9th-12th PO 3 She’4’ool’9q d00 she’4’oodla’ bits’33d00 iin1 1sh’7n7g7baa ah44h nisin doolee]. I will demonstrate ways to honor the Diné culture.	Students will apply concepts of sheep butchering techniques and organize a traditional foods week to show step by step directions on sheep butchering. Student will video record the event and create a media presentation to share with peers and for the bilingual programs in the district.	Student will compare and contrast seasonal storytelling with other Native American tribes. Student will create a graphic organizer to compare and contrast differences and similarities of both tribal stories.	Student will assess bilingual programs in their schools and create a plan to improve or maintain concepts. Student will share findings with principals and Bilingual/Multicultural Director.	Students will dress traditionally three times a month to develop a connection with their culture. Students will research traditional clothing from the past. Student will form partnerships with Navajo Nation Museum curator and Diné College Anthropologist for information.

<p>7th-8th PO 3 Nahasdz11n d00 Y1di hi bits'33d00 iin1 h0l0n 7g77baa ah44h nisin doolee . I will describe ways to appreciate the natural elements of earth and sky.</p>	8	7	6	5
	<p>Student will research the meaning of duality within our teachings. Student will distinguish other entities that symbolize duality. (sun/moon, mountains, Naayéé'/Hózh==j7, etc.,)</p>	<p>Student will research ways our forefathers practiced respect for our earth and sky. (ceremonies, offerings, songs, prayers)</p>	<p>Student will identify community members that taught them about their cultural teachings. Student will show appreciation by writing a and reciting a speech in Navajo.</p>	<p>Student will identify 3 teachings they received from their teacher or principal. Student will write a thank you letter to their teacher/principal and read their letter to them.</p>
<p>4th-6th PO 3 Shik'47be'iina' d00 bina'nitin n1s deey14h 7g77baa ah44h nisin doolee . I will express appreciation for the teachings from my relatives.</p>	4	3	2	1
	<p>Student will identify 3 teachings they received from parents. Student will write a thank you letter to parents and read their letter to them.</p>	<p>Student will choose and research an animal of choice. Student will present research through an essay and a 3-D model of the animal. Students will organize an exhibit to show research and models.</p>	<p>Student will research and identify the four elements. Student will create a chart and show how each element is vital for living things to survive.</p>	<p>Student will identify and list how humans survive. Student will interpret information using pictures, photographs, and illustrations.</p>
<p>PreK- 3rd PO 3 Shighan haz'33d00 iin1 bee nashidi'nitin 7g77 y7h7ts'32 doolee . I will identify and appreciate the teachings of life surrounding the home.</p>	K		Pre-K	
	<p>Student will identify living things around their home. Student will infer other living beings present around their home (plants, trees, animals, pets, insects, etc.,) Student will tell how each being needs to be taken care of in order to live.</p>		<p>Student will recognize animals and plants as living beings. Students will recognize that they also need food and water to stay alive.</p>	

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<p>9th-12th PO 4 She’4’ool’8 d00 shina’nitin bee 1n7sht’4ego bee ch1nah nish[8doolee[. I will express and be grateful for cultural wisdom.</p>	<p>Student will organize and go through proper permission to create video documentaries of elderly from their communities as they talk about cultural wisdom on various topics topics of choice (clans, traditional foods, roles and responsibilities of males and females, puberty ceremonies, etc.,)</p>	<p>Student will research and define the word “assimilation.” Student will create a historic mapping of the goal from the federal government and compare and contrast how assimilation is still continuing through many facets of our people. Student will create this research project with the</p>	<p>Student will research by interviewing elderly or medicine people to tell the cultural significance of the Twin’s Journey to the Sun. Student will write a script, hold auditions, and organize a play that will be performed at the end of the winter season for community. The play will be conducted in Navajo.</p>	<p>Student will create video recordings of Navajo storytelling by various people in the community. Student will document stories and organizing by topic. Student will use the recordings to share with peers, elementary students, and bilingual teachers to help in language preservation efforts.</p>

<p>7th-8th PO 4 Nahasdz11n d00 y1di[hi] binahj8 na' nitin'g7baa ah44h nisin doolee[. I will present the teachings that I have learned to appreciate from earth and sky.</p> <p>4th-6th PO 4 Shik'47 bits' 33d00 iin1 0'ool'88 b0hoosh'11h doolee[. I will practice life skills from my relatives.</p> <p>PreK- 3rd PO 4 Shim1s1n7d00 shicheii baa hane' bits' 33d00 7wiideesh'11[. I will express and value my grandparent's Diné way of life teaching.</p>		help of professors from local colleges.		
	8	7	6	5
	Student will interview an elder or medicine person to find how string games connect to the constellations. Student will identify different constellations and show the connection to seasons according to their positions.	Student will interview an elder about Navajo string games and organize and present the research report via a multimedia tool. Student will show examples of string games and teach peers how to create different shapes but explain the meaning behind each one.	Students will design a game that tells "ways to appreciate self" The game will include rules that allow each person to tell about something he or she does in times of self-doubt. It could also be things to say to yourself when they're feeling down or ways to remind yourself of your good qualities. Students will teach and share with elementary students.	Student will imagine they overhear people talking about them. Student will write about some things they would like them to say about them. What would they not want them to say about you?
	4	3	2	1
	Student will create every day situational Navajo phrases (Y1't1'44h, H1go0nee', h0shd66', n7y1, dib11' nisin, etc.) student will display phrases on phrase of the week bulletin board and email phrases to teachers.	Students will plan and organize monthly field trips to senior citizen centers in their communities and list ways they can show and express how they value elderly. Students will take pictures and create a monthly newsletter that summarize their monthly field trips.	Students will list ways they can entertain grandparents (such as singing, dancing, reading, speaking, playing etc.) Students will create a schedule to practice these activities and visit the Senior Citizens Center to perform activities.	Students will create a calendar to show ways they value their grandparents (clean, sweep, brush their hair, listen to them, read a book with them, etc..)

	K	Pre-K
	<p>Students will identify ways they show their love for their grandparents. Students will develop a booklet titled, 100 ways to show how much you love your grandparents. Student may use illustrations or pictures from magazines and newspapers.</p>	<p>Student will recognize grandparents and share information about what students observe about their grandparents.</p>