

Diné Culture Standards Scope and Sequence - Concept 3; PO 1

Standard: **K’4 d00 nits1h1kees d00 nahat’1 n11sg00 iin1 bee siih hasingo 1dooln7[.**
 I will develop an understanding of Diné way of life.

Concept 3: **Iin1**

PreK-12th **Bits’33d00 bee da’iin1anii baa ‘1konisin doolee[.**
 I will implement and recognize the Diné lifestyle.

Performance Objective 1	12	11	10	9
<p>9th 12th PO 1 Hooghan t’11’ a[’aan 1daat’4ego baa hane’7g7naashkaah d00 baa hashne’ doolee[. I will research and present on the history of the different types of hogans.</p>	<p>Research and create a power point with voice and sound on the mythology of the origin of the Hooghan created by Diyin Dine’é then present it to peers.</p> <p>*seasonally appropriate</p>	<p>Research the history of the first Hogan created by Talking God and Harvest God. Re-create the first Hogan in 3D model and create a power point presentation then present to lower grades.</p> <p>*seasonally appropriate</p>	<p>Research and create a documentary story about building a Hogan by film/movie camera.</p> <p>Write an expository paper about the process of building a hooghan.</p>	<p>Analyze and connect the significant meaning/implications and structure of the Hogan song (hooghan biyiin) by bringing in a cultural consultant who knows the Blessing Way ceremony.</p>

<p>7th-8th PO 1 Hooghan t'11 'a['aan 1daat' 4h 7'7 shi b44h0zin doolee . I will differentiate the teachings of the Hogan.</p> <p>4th-6th PO 1 Hooghan t'11 'a['aan 1daat' 4h 7'7 bina' nitin shi b44h0zin doolee . I will identify the basic structures and teachings of various hogans.</p> <p>PreK- 3rd PO 1 Hooghan n7maz7 baa hane' shi b44 h0zin doolee . I will recognize the stories of a hogan.</p>	8	7	6	5
	Investigate and discuss the meaning/significance of the design of the hogans., i.e., What is the implication of the round shaped one? Why does the Hogan always face east? Is there an order to the way a Hogan is built?	Differentiate the traditional purposes of female and male hooghan and the sweat house by illustration or create a power point.	Investigate and discuss the causes for development of dwelling/housing from traditional to modern for Navajo people by research and creating a visual timeline.	Compare and discuss the significance and sacredness of a Hogan to other non-Navajo religious places, i.e., etiquette, entering a Hogan during a ceremony appropriate setting area for male and female, sitting areas for bride and groom's family for a wedding, patient sitting place, appropriate ways for young females and males to sit on the floor of a Hogan.
	4	3	2	1
	Differentiate, name, and compare the structures and materials used for female and male Hogan and the sweat lodge by using visuals, i.e., 3D models, pictures, or tour and visit both.	Differentiate, name, and discuss the purposes of the male and female hogans by using visuals.	Differentiate and name the female (hooghan dijool7, hooghan n7maz7) and male (a[ch'8' adeez'1) hogans and sweat lodge (táchééh) using 3D models.	Recognize and name different shapes of hogans, i.e., round, octagon, hexagon, cone.
	K		Pre-K	
	Discuss the female Hogan as a home using a 3D model/pictures or visit and tour one.		Recognize and discuss the shape of a female Hogan using a 3D model then visit and tour one.	

Diné Culture Standards Scope and Sequence - Concept 3; PO 2

Standard: **K’4 d00 nits1h1kees d00 nahat’1 n11sg00 iin1 bee siih hasingo 1dooln7[.**
 I will develop an understanding of Diné way of life.

Concept 3: **Iin1**

PreK-12th **Bits’33d00 bee da’iin1anii baa ‘1konisin doolee[.**
 I will implement and recognize the Diné lifestyle.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 K4yah d00 nahasdz11n d00 t0 hane’ b7lad44t’i’7g7naashkaah doolee[. I will research cultural stories relevant to land and water.</p>	<p>With the help of a geologist and hydrologist, analyze and synthesize the research information from Grades 9-11 on cultural relevancy of land and water. Combine audio visuals and create a media product that will be distributed and shown at local schools, bilingual programs, and local government.</p>	<p>Explore and make observations of mountain forms (i.e. Sacred Mountains, Dine Tah, local mountains, Big Mountain) with a culture consultant. Ask questions to investigate and formulate hypothesis of cultural relevancy. Develop an audio visual presentation.</p>	<p>Explore and make observations of land forms (i.e. Table Mesa, Shiprock, Canyon DeChelly, Antelope Canyon) with a culture consultant. Ask questions to investigate and formulate hypothesis of cultural relevancy. Develop an audio visual presentation.</p>	<p>Explore and make observations of rivers, ponds, lakes (i.e. San Juan, Tsaille, Wheatfields, Page) with a culture consultant. Ask questions to investigate and formulate hypothesis of cultural relevancy. Develop an audio visual presentation.</p>

<p>7th-8th PO 2 K4yah d00 naaldlooshii d00 t0 hane' b7lad44'i' 77baa hashne' doolee[. I will present the stories related to land and water beings.</p> <hr/> <p>4th-6th PO 2 Shinaag00 k4yah d00 naaldlooshii d00 t0 1daat' 4h 77shi[b44h0zin doolee[. I will classify the land and water beings in my environment.</p> <hr/> <p>PreK- 3rd PO 2 K4yah d00 naaldlooshii d00 t0 shinaag00 dah0l0n77shi[b44h0zin doolee[. I will recognize the sacred teaching of the land and water creatures.</p>	8	7	6	5
	Explore local land areas that have cultural relevancy. Using observation, classify and categorize land beings. Utilize a cultural consultant to collect stories related to the identified land beings. Develop an audio visual presentation.	Explore local water areas that have cultural relevancy. Using observation, classify and categorize water beings. Utilize a cultural consultant to collect stories related to the identified water beings. Develop an audio visual presentation.	Explore local land areas that have cultural relevancy. Using observation, classify and categorize land beings. Utilize a cultural consultant to collect stories related to the identified land beings. Develop an audio visual presentation.	Explore local water areas that have cultural relevancy. Using observation, classify and categorize water beings. Utilize a cultural consultant to collect stories related to the identified water beings. Develop an audio visual presentation.
	4	3	2	1
	Explore local mountain areas that have cultural relevancy. Using observation, classify and categorize mountain beings. Utilize a cultural consultant to collect stories related to the identified mountain beings. Develop an audio visual presentation.	Compare the land and water beings using a three-part Venn diagram. Make a chart showing an explanation of the relationship of land/water with land and water beings.	Write a brief outline and explain each event, process and story of our emergence. Prepare a flow chart that illustrates the sequence of events.	Use context clues from cultural stories (i.e. creation stories) and distinguish the land and water beings that came to be in each world. Create a creation story booklet using pictures/newspaper pictures, etc. to find the land and water beings appropriate for each world.
	K		Pre-K	
	Identify, list, and distinguish the elements that are vital for living beings. Learn terms in Navajo.		Recognize what elements surround them. Illustrate and label the elements in Navajo and English.	

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Concept 3: **Iin1**

PreK-12th **Bits’33d00 bee da’iin1anii baa ‘1konisin doolee[.**
 I will implement and recognize the Diné lifestyle

Performance Objective 3	12	11	10	9
<p>9th-12th PO 3 Nanise’ ch’il a[taas’47shi[b44h0zin d00 choosh’8doolee[. I will integrate different uses of plants.</p>	<p>Research the different types of Indigenous plants that are used globally for food, medicine, and survival). Explain cultural relevancy of use by Indigenous people around the world. Present findings via a multimedia presentation.</p>	<p>Research the different types of plants around their home state. Explain cultural relevancy of use (food, medicine, dyes, etc.) by neighboring and local tribes. Present findings via a multimedia presentation.</p>	<p>Research the different types of plants around home and community. Take pictures and identify and label Navajo and scientific name. Explain cultural relevancy of use (food, medicine, dyes, etc.) Present findings via a multimedia presentation.</p>	<p>Contact a traditional and Western herbologist. Create questions about herbology. Compare and contrast importance of traditional and Western herbology. Create a digital Venn diagram.</p>

<p>7th-8th PO 3 Nanise' a[taas'47 bee '1l'7n7g7naashkaah d00 shi b44h0zin doolee]. I will investigate different preparation of plants.</p> <p>4th-6th PO 3 Nihinaag00 nanise' daad1n7g7shi b44h0zin doolee]. I will recognize the edible plants in my environment.</p> <p>PreK- 3rd PO 3 Shinaag00 nanise' dah0l0n7g7dab7zhi' shi b44h0zin doolee]. I will name the various plants within my surroundings.</p>	8	7	6	5
	Use the multimedia recipe book to demonstrate different preparation of plants for students, elderly, community, and family. Research cultural stories and present demonstrations with culture-relevant information.	Identify and invite a culture consultant who has knowledge in different preparation of plants (wool dyeing, medicinal, food). Video record and develop a resource for local schools and bilingual programs by creating multimedia recipe book.	Research the cultural stories of how the Twin warriors brought back medicinal plants from their journey to their father. Explain and create a multimedia presentation.	Explore local areas with culture consultant to identify and recognize plants that are edible. Use multimedia equipment to record the harvest and preparation of the plants for medicinal and edible use.
	4	3	2	1
	Identify and invite a culture consultant who has knowledge in different preparation of plants for food and medicine. Video record and develop a resource for local schools and bilingual programs .	Investigate the scientific process of how plants grow (photosynthesis). Show and explain by preparing a digital flow chart that illustrates the sequence.	Organize different uses of plants using a graphic organizer. Explain how each category has an impact on our lives.	Label parts of plants in Navajo. Collect and compare and contrast local plants around their homes and school. Record findings through illustrations in their journals.
	K		Pre-K	
Identify the parts of a plant. Using cause and effect, identify the elements needed and their significance in making plants grow. Plant and use journals for students to record their observations of this process.		Recognize different types of plants using pictures, photographs, newspapers. Distinguish the physical attributes of a plant.		

Diné Culture Standards Scope and Sequence - Concept 3; PO 4

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Concept 3: **Iin1**

PreK-12th **Bits’33d00 bee da’iin1anii baa ‘1konisin doolee[.**
 I will implement and recognize the Diné lifestyle.

Performance Objective 4	12	11	10	9
<p>9th-12th PO 4 Azee’ a[taas’47 choidoo’8[biniiy4 hasht’edooln7[shi[b44h0zin doolee[. I will explain the steps in preparation of traditional herbs used for medicine.</p>	<p>With the help of a culture consultant or elder family member, assemble a Navajo home herbal medicine kit by making a list of over the counter medications. Research which medication can be substituted for herbs?</p>	<p>Research alternative medicines and develop a reference book containing a list of alternative medicines using illustrations and directions for preparations.</p>	<p>With the help of elderly, make a flow chart to show how to prepare pinion pitch salve (jeeh). Explain in steps how to prepare pitch salve and its uses.</p>	<p>Research herbal medicine. Create an herb garden using simple herbs (chamomile, mint, basil, rosemary, lemon balm. Record growth and taste of herbs as they grow. Research how each herb can be used as medicine. Explain in steps how to prepare herbs for medicine.</p>

<p>7th-8th PO 4 Azee' a[taas'47shi] b44h0zin d00 choosh'98 doolee[. I will integrate different uses of herbology.</p> <p>4th-6th PO 4 Azee' chodao'7h'g77shi[b44h0zin doolee[. I will identify the usage of herbs.</p> <p>PreK- 3rd PO 4 Shinaag00 'azee' dah0l0n'g77dab'zhi' shi[b44h0zin doolee[. I will name the herbs within my surroundings.</p>	8	7	6	5
	Research what types of herbs are used for common health ailments. Narrow down research for health ailments common to the Navajo population. Prepare a multimedia presentation to show research.	Research herbology. Compare and contrast western herbology with Indigenous herbology. Prepare a multimedia presentation to show research.	Research how Eastern medicines are prepared as remedies (Chinese, Indian). Compare and contrast with Indigenous preparation of remedies.	Research and list the types of herbal remedies and its preparations. <ul style="list-style-type: none"> Juices, pastes, decoctions, infusions, powders, tinctures, liniments, salves, poultices, oils
	4	3	2	1
	Research different ways communities utilize plants (herbs) at home (food, medicinal). With the help of family, have students create a presentation to show findings.	Research different ways families utilize plants (herbs) at home (food, medicinal). With the help of family, have students create a presentation to show findings.	Research common herbal plants common to the student's community (sage, yucca, wild tea, pinion sap, etc.). Field trips Consultants Nature walks	Explain that plants can be used for food, medicine, and other household purposes. Give examples of each category and create student charts that show examples of each category using newspapers and magazines.
	K		Pre-K	
	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.		Take nature walks and have students identify plants including trees. Have students tell what they see/	

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