

Diné Culture Standards Scope and Sequence - Concept 4; 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 4: **Siih hasin**

PreK-12th **Din4 k’ehj7na’nitin sil1h7g7b0hoosh’aahgo bee siih dinisdzin doolee[.**
I will apply and practice the Diné way of life with confidence.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 Honeeshgish d00 k-‘ sil1agi baa hane’ d00 bee’0’ool’87g7shi[b44h0zin doolee[. I will recognize and demonstrate the stories related to fire stick.</p>	<p>Research cultural significance of grandma and grandpa fire and poker. Use research findings as an example to develop a logical argument to increase the awareness of Navajo culture teachings. Connect research findings and background knowledge to synthesize the importance of Navajo self-identity. Create a partnership with the neighboring film club to develop a video depicting students addressing this need.</p>	<p>Research cultural significance of grandma and grandpa fire and poker. Use research findings as an example to write a persuasive letter to Navajo Times Editorial and propose a solution to increase the awareness of Navajo culture teachings.</p>	<p>Research cultural significance of grandma and grandpa fire and poker. Use research findings to write a persuasive letter to peers and propose a solution to increase the awareness of Navajo culture teachings. Brainstorm with peers to list other ways to promote culture teachings.</p>	<p>Research the cultural significance of grandma and grandpa fire and fire poker. Create a lesson plan with activities and teach a primary grade about research findings and interpretations.</p>

<p>7th-8th PO 1 Iin1 b7na' niltin bits' 33d00 y1'at'4ehgo she'iina' 1deesh[7]. I will live by the fundamental standards of living in harmony.</p> <p>4th-6th PO 1 Honeeshgish bina' nitin baa hashne' doolee[. I will describe the cultural teachings of the fire poker.</p> <p>PreK- 3rd PO 1 Honeeshgish d00 k- ' sil1agi na' nitin baa' 1konisin doolee[. I will recognize the cultural teachings of the fire.</p>	8	7	6	5
	Identify and distinguish the cause and effects of living in harmony by having student establish their own standards. Use a T-chart to brainstorm, identify, and list the negative and positive aspects of what makes students happy. For each entry students will infer and assess if it is a standard for living in harmony.	Make observations about self and determine what makes student happy. Relate to self, family, school, community, and Nation. Create a collage to show and present student standards of living in harmony.	Listen to the cultural story of grandma and grandpa fire and fire poker from a Navajo philosopher. Use various art mediums to show interpretations. Prepare an in-school art show and tell about their interpretations.	Listen to the cultural story of grandma and grandpa fire and fire poker from a Navajo philosopher. Write interpretations using the writing process. Combine all student writings and bind together to develop a class book.
	4	3	2	1
	Research why grandma and grandpa fire and fire poker are essential to our Navajo people. Show information through a skit to perform for lower grades.	Research and develop a concept map showing why grandma and grandpa fire and fire poker are essential scientific elements to our people.	Research the cultural significance of fire poker and fire and create a poster to explain and show research findings to present to peers.	Make observations of real fire and describe using five senses. Explain the relationship of fire as grandma and grandpa.
	K		Pre-K	
	Identify and list how fire can be significant in our daily lives. Create a chart to show and tell examples of how fire is significant. (cooking, heat to keep us warm in the winter, gives us light). Explain responsibility of having a fire at home		Recognize that fire can be dangerous and significant in our lives.	

Diné Culture Standards Scope and Sequence - Concept 4; 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 4: **Siih hasin**

PreK-12th **Din4 k’ehj7na’nitin sil1h7g7b0hoosh’ aahgo bee siih dinisdzin doolee[.**
 I will apply and practice the Diné way of life with confidence.

Performance Objective 2	12	11	10	9
9th-12th PO 2 T0 shi[nil9go baa ’ah44h nisin doolee[. I will appreciate the significant of water.	Explore issues including water scarcity, the effects of dirty and unsafe water, and the lack of proper sanitation and hygiene in a community. Use the internet as a research tool. Create a presentation to raise awareness among peers.	Research about water scarcity and the importance of water by making connections about access to water and global water shortage. Apply concepts and draw conclusions on what can be done to help.	Research and synthesize the different methods available to bring clean, safe water to a developing community.	Choose and research an area in the world that has severe drought. Explain adaptations of life and geography of that area. Write a creative essay on why they appreciate where they live based on their research.

<p>7th-8th PO 2 T0 dah0l==g00 binanise' shi[b44h0zin doolee]. I will identify different water sources and their purpose of usage.</p> <p>4th-6th PO 2 T0 dah0l==g00 shi[b44h0zin doolee]. I will locate the different water sources.</p> <p>PreK- 3rd PO 2 T0 choo'9gi baa'1konisin doolee]. I will recognize the value of water.</p>	8	7	6	5
	Research and identify water resources available on the Navajo Nation. Explain how water resources are utilized on the Nation. Create a T-chart to explain the pros and cons of water usage. Predict and hypothesize how the water usage will impact our Nation in the future.	Research and identify water resources available on the Navajo Nation. Explain how water resources are utilized on the Nation. Create a T- chart to explain the pros and cons of water usage.	Research and identify water resources available on the Navajo Nation. Create a topographic map of water resources of the Nation.	Research and identify water resources common to local community. Explain how water resources are utilized in the community.
	4	3	2	1
	Research different types of water resources. Create a booklet with images from the internet. Explain and share with peers, school, and family.	Research ways to conserve water. Report and explain research findings through a presentation for peers, school, and family.	Research 100 ways to conserve water and create a pamphlet for peers, school, family, and community.	Use water conservation resources to raise awareness of the value of water.
	K		Pre-K	
	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.		Recognize how we use water at school and home.	

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

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 4: **Siih hasin**

PreK-12th **Din4 k’ehj7na’nitin sil1h7g7b0hoosh’ aahgo bee siih dinisdzin doolee[.**
 I will apply and practice the Diné way of life with confidence.

Performance Objective 3	12	11	10	9
<p>9th-12th PO 3 Haigo dahane’ bee na’nitin7g7bee ‘1n7ht’4e doolee[. I will apply the moral teachings of winter stories.</p>	<p>Research a chosen winter story and design a play or skit to explain the history of the story. Perform skit for elementary students and teach a lesson about winter stories and its protocols.</p>	<p>Choose a winter-related story, activity, game, or ceremony and research in depth utilizing research steps. Share research report with peers and family at an evening social event.</p>	<p>Research and explain phenomena of winter stories and its teachings.</p>	<p>Research and identify winter-related stories, activities, games, and ceremonies.</p>

<p>7th-8th PO 3 Haigo s-‘ binahj8 dahane’g77d00 na’at[‘o’ bee siihdinisdzin doolee]. I will explore the constellations and winter-related games.</p> <p>4th-6th PO 3 S-‘ dahnaazhjaa’g77shil b44h0zin doolee]. I will identify the constellations.</p> <p>PreK- 3rd PO 3 S-‘ dine’4 baa hane’g77baa 1konisin doolee]. I will listen to oral stories about the stars.</p>	8	7	6	5
	Research the cultural significance of winter. Explain how winter-related events, games, stories are significant to winter.	Research and map the position of constellations throughout the year. Explain how the position of certain constellations signify winter-related activities.	Use a culture consultant and Navajo resources to find out how stars are utilized within our culture. Explain the significance.	In groups of three’s, research the Navajo names of constellations. Explain the cultural significance of the constellations. Use Navajo resources to locate pictures of the constellations. Create a group project to show the constellations in Navajo.
	4	3	2	1
	In groups of three’s, research the names of known constellations. Write a report about the history of each constellation. Explain research findings through a group power point presentation.	Listen to a cultural consultant tell stories of stars. Write a summary of their interpretation. Write poems to describe stars.	Distinguish that the sun is a star. Use context clues from Navajo literature to formulate the cultural significance of the sun.	Memorize Navajo name for stars and surrounding cosmic names.
	K		Pre-K	
	Identify and recall Navajo literature and songs on stars. Memorize Navajo name for stars and surrounding cosmic names.		Recognize that stars come out at night. Read literature and songs about stars.	

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

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 4: **Siih hasin**

PreK-12th **Din4 k’ehj7na’nitin sil1h7g7b0hoosh’ aahgo bee siih dinisdzin doolee].**
 I will apply and practice the Diné way of life with confidence.

Performance Objective 4	12	11	10	9
9th-12th PO 4 A[ch’8 naazl4i b7ad44t’I’7g7bee ‘1n7ht’44 d00 baa n1h1shne’ doolee]. I will live and retell the stories related to duality.	Research the scientific significance of duality. Explain the phenomena that any living entity must have duality for reproduction.	Research, explain, and give examples of how duality is significant in our culture.	Listen to cultural stories relating to duality. Assess self to make connections with self-identity. Analyze and write an essay based on how their self-identity relates to duality.	Research male and female roles and responsibilities. Make connections to how that relates to their self-identity and to duality.

<u>7th-8th</u> PO 4 A[ch'8 naazl4i baa hane'g77shi[b44h0zin doolee]. I will identify the stories related to duality.	8	7	6	5
	Research and choose a story related to duality from other Indigenous communities around the world. Use a Venn Diagram to create a compare and contrast.	Use research and student interpretation to define duality. Differentiate between duality in Navajo culture and with Western culture.	List and tell the Navajo terms of duality as male and female. Find Navajo male/female names of Navajo deities (Haashch'44lti'7 Haashch'4'1waan, First man/First woman, etc.,)	List and tell the Navajo terms of duality as male and female (bik2' d00 bi'11d). Find Navajo male/female names of Navajo entities (earth/sky, thunder/lightning, etc.)
<u>4th-6th</u> PO 4 Bik2' d00 bi'1adii shi[b44h0zin doolee]. I will acknowledge the duality in nature.	4	3	2	1
	List and tell the Navajo terms of duality as male and female (bik2' d00 bi'11d). Find Navajo male/female names of animals.	Research how animals give birth (live births or eggs) to distinguish between males and females.	Use a graphic organizer to classify and categorize animals as male or female.	Learn the male and female names of animals. Recognize the physical differences of animals that is a male or female.
<u>PreK- 3rd</u> PO 4 Bik2' d00 bi'1adii baa'1konisin doolee]. I will know opposites of nature.	K		Pre-K	
	Graph and classify students, staff, and family members as a male or female.		Recognize the differences between a boy and girl.	