

Oral Diné Language Scope and Sequence - Concept 4; PO 1

Standard: **Din4 bizaad d00 be'4'ool'ḡ choosh'ḡgo bee 7n7ts'33' d00 bee y1shti' d00 bee ha'as7dgo biniiy4hḡ77bik'i'diishtḡh doolee[.**
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.

Concept 4: Siihasin

PreK-3rd **K4hasht'ḡgi d00 shinaag00 shee'4'ool'ḡ saad choosh'ḡdoolee[.**
I will utilize Diné language in the context of my community and culture.

4th-8th **She'4'ool'ḡ h17sidḡ77d00 '1sh[aaḡ77baa n1h1shne' doolee[.**
I will appropriately express my interpersonal communication by relating to cultural experiences.

9-12th **Saad doo bi[nanit['ag00 t'11 'a[tsog00 choyool'ḡdoolee[.**
I will communicate effectively by making connections to personal, social, cultural, and historical experiences.

Performance Objective 1	12	11	10	9
<p>9th-12th PO 1 Din4 k'ehj7 k0n7n44h sh'doo'niidgo bik4k'ehg00 11sht'ḡ doolee[. I will respond to oral commands accurately.</p>	<p>Prepare demonstrations and lessons for using the commands matrix for parents and community.</p>	<p>Prepare demonstrations and lessons for using the commands matrix for primary grades.</p>	<p>Develop a matrix for commands using first, second, and third person. Apply the matrix by practicing through demonstrations and reteaching.</p>	<p>Brainstorm and list daily commands used at school, home, and community. Apply the list of commands with peers for daily conversation.</p>

<p>7th-8th PO 1 ! [ah da' 79900 Din4 bizaad bee y1daati' 77bik'i' diisht8h doolee]. I will comprehend language spoken in my surrounding Navajo communities (Navajo radio stations, cultural events)</p>	8	7	6	5
	<p>Observe and listen to people in public gatherings and situations. Collaborate to infer and interpret to draw conclusions for class presentations.</p>	<p>Listen to the Navajo radio stations and collaborate to translate commercials, news, and reports.</p>	<p>Plan and create a forum by inviting local government officials and resources to speak on panels to discuss language and culture maintenance.</p>	<p>Collaborate to create observation journals to record language use and translate in various situations in the community.</p>
<p>4th-6th PO 1 Bi k44hasht' 7nii '1da'ool' 8igo saad yee y1daa ti' 77 y7s7ts' 32' go bik'i' diisht8h doolee]. I will listen and understand language spoken in my immediate community.</p>	4	3	2	1
	<p>Observe, share, and discuss Navajo language use in situations in community. Develop a digital presentation for reflection.</p>	<p>Use context clues to determine the author's purpose to describe and interpret a reading selection from Navajo literature.</p>	<p>Use context clues to predict, infer and interpret Navajo literature.</p>	<p>Recall and identify who, what, when, where, why from Navajo literature.</p>
<p>PreK- 3rd PO 1 Shighandi Din47 '1da'ool' 8igo saad bee y1ti' 77 y7s7ts' 33' d00 bik'i' diisht8h doolee]. I will listen to and understand the Diné language in the home/school.</p>	K		Pre-K	
	<p>Recognize Navajo language from read-alouds, songs, music, and listening center.</p>		<p>Recognize Navajo language from read-alouds and listening center from Navajo literature.</p>	

Oral Diné Language Scope and Sequence - Concept 4; PO 2

Standard: **Din4 bizaad d00 be'4'ool'8̣ choosh'9̣go bee 7ṇʔts'33' d00 bee y1shti' d00 bee ha'as7dgo biniiy4ḥg77bik'i'diisht8̣h doolee[.**
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.

Concept 4: Siihasin

PreK-3rd **K4hasht'9̣gi d00 shinaag00 shee'4'ool'8̣ saad choosh'9̣doolee[.**
I will utilize Diné language in the context of my community and culture.

4th-8th **She'4'ool'8̣ h1ʔid7̣g77d00 '1sh[aa7̣g77baa n1h1shne' doolee[.**
I will appropriately express my interpersonal communication by relating to cultural experiences.

9-12th **Saad doo bi[nanit['ag00 t'11 'a[tsog00 choyool'9̣doolee[.**
I will communicate effectively by making connections to personal, social, cultural, and historical experiences.

Performance Objective 2	12	11	10	9
<p>9th-12th PO 2 Shik'47d00 shi[nil7ṇg77baa y1shti'go h1ida bi[a[hi[hashne' doolee[. I will hold a conversation about myself, my family, and my interests.</p>	<p>Research and interview a family member or a role-model from the community and create a digital presentation for reflection.</p>	<p>Interview a peer about their biography and hold a conversation that includes questions and answers. Create a digital reflection on the interview for classroom/school presentation.</p>	<p>Write a short autobiography and create a digital presentation for peers. Presentation will engage conversation.</p>	<p>Design and present a digital media presentation about self for peers and hold a conversation by answering questions about the presentation.</p>

<p>7th-8th PO 2 Shinaag00 '1dahoot' 4h7g77 b7na'7l7shkidgo shi b44h0zin doolee]. I will ask questions in order to gather information about my surrounding communities.</p> <p>4th-6th PO2 Din4j7 '1da'ool'87g77shin1algo b7na'7l7shkid doolee]. I will ask questions about cultural events within my immediate community.</p> <p>PreK- 3rd PO 2 Shighangi d00 Olta'gi '1da'ool'87g77 b7na'7l7shkid doolee]. I will ask questions about cultural activities at school and home.</p>	8	7	6	5
	Brainstorm and list surrounding communities. Find and interview a resource to share information on the community. Create and present a digital media presentation for community.	Brainstorm and list surrounding communities. Find and interview a resource to share information on the community. Create and present a digital media presentation for peers.	Create questions for an elder from the community and interview them based on a cultural topic. Infer and translate conversation. Create a power point presentation for reflection to present to community.	Create questions for a community resource person and interview them based on a cultural topic. Create a power point presentation for reflection to present to family at school.
	4	3	2	1
	Create and ask questions for an elder from their family regarding their earliest memories on Shiprock Fair. Create a presentation board report for reflection to present to peers.	Create and ask questions for presenter/consultant on a culture presentation. Create a presentation board report for reflection to present to peers.	Create and ask questions for presenter/consultant on culture presentation. Create a digital scrapbook or collage for reflection to present to peers.	Ask questions to the presenter/consultant on culture presentations. Create a sequenced project for reflection on presentation.
	K		Pre-K	
	Observe and ask questions on the cultural presentation. Recall and illustrate presentation for reflection.		Observe and interact with cultural presentation.	

Oral Diné Language Scope and Sequence - Concept 4; PO 3

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Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.

Concept 4: Siihasin

PreK-3rd **K4hasht'9gi d00 shinaag00 shee'4'ool'8ĭ saad choosh'9doolee[.**
I will utilize Diné language in the context of my community and culture.

4th-8th **She'4'ool'8ĭ h1sid7g7d00 '1sh[aa77baa n1h1shne' doolee[.**
I will appropriately express my interpersonal communication by relating to cultural experiences.

9-12th **Saad doo bi[nanit['ag00 t'11 'a[tsog00 choyool'9doolee[.**
I will communicate effectively by making connections to personal, social, cultural, and historical experiences.

Performance Objective 3	12	11	10	9
9th-12th PO 3 Din4j7 '1da'ool'8ĭ77 nideeshkah d00 baa n1h1shne' doolee[. I will research and present Diné cultural items.	Investigate the cultural and historical significance and explanation of any cultural item utilizing research, interviews, and analysis of information. Create digital presentations for community.	Research the cultural and historical significance of any cultural item. Create digital presentations to share research findings. Prepare a panel to present to family and peers.	Use graphic organizers to establish and use criteria to make inquiry to seek ways to find information on cultural and historical significance of cultural items.	Use a KWL chart to look in to, explore, and find facts about cultural and historical significance of cultural items by using background information and interviews.

<p>7th-8th PO 3 Shinaag00 1dahoot'4h77baa hashne' doolee]. I will present information about my surrounding communities.</p> <p>4th-6th PO 3 ! d44hodeesz8] d00 shik'47baa hashne' doolee]. I will introduce myself and my extended family.</p> <p>PreK- 3rd PO 3 Has[32gi t'11 Din4 k'ehj71d44hodeesz8]. I will introduce myself appropriately in public.</p>	8	7	6	5
	Research surrounding communities involving locating, collecting organizing, and displaying information for the purpose to inform through various research projects.	Probe various ways to find facts to create and design brochures and tourism posters to exhibit information about surrounding communities.	Explain the immediate and extended family kinship terms using flow charts and photographs to show a digital family tree.	Interview family to create a family tree. Use photographs to introduce and share family information.
	4	3	2	1
	Interview family to obtain information about themselves. Use graphic presentations to share information about family.	Interview a cultural specialist/elder to seek information on significance of appropriate Diné introduction. Create a presentation to explain and share acquired information. Include introduction.	Seek information from family and design an appropriate introduction to include significant concepts. Share and explain reasons for their unique introductions.	Seek advice from family to create a presentation board report to introduce self.
	K		Pre-K	
	Identify and distinguish a simple introduction and create a poster collage to share and present information.		Recognize, identify, and practice a simple introduction.	

Oral Diné Language Scope and Sequence - Concept 4; PO 4

Standard: **Din4 bizaad d00 be'4'ool'8} choosh'9go bee 7n7ts'33' d00 bee y1shti' d00 bee ha'as7dgo biniiy4h7g77bik'i'diisht8h doolee[.**
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand appropriately.

Concept 4: Siihasin

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9-12th **Saad doo bi[nanit['ag00 t'11 'a[tsog00 choyool'9doolee[.**
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Performance Objective 4	12	11	10	9
9th-12th PO 4 Sin t'11 sh7 '1daash[aago bee hashtaa[doolee[. I will compose my own songs.	Examine, study, and transcribe various Diné songs. Compose new songs by changing the lyrics and practice songs to perform in competitions or demonstrations to exhibit for the community.	Listen to and identify patterns in children's songs and compose children's songs by translating them into Diné language. Transcribe the songs and create posters with the lyrics to share with local elementary schools.	Listen to and identify patterns to types of Diné songs and use information as a guide to compose a simple song.	Identify and distinguish by classifying types of Diné songs using a graphic organizer. Create a digital presentation to share information to peers.

<p>7th-8th PO 4 Azhish d00 sin baa '1konisin d00 baa honis32go n11s yish[4e] doolee[. I will maintain dances and songs by appropriate participation.</p> <hr/> <p>4th-6th PO 4 Sin d00 hane' naach '22h7g77bee hashtaa[d00 baa hashne' doolee[. I will recite songs and poems to an audience.</p> <p>PreK- 3rd PO 4 Has[32gi t'11 Din4 k'ehj7sin nidadit'a'g77 bee hashtaa[doolee[. I will sing Navajo songs in public.</p>	8	7	6	5
	Identify and research types of Diné songs and dances according to situation and season. Arrange an exhibit to explain, share, and demonstrate types of songs and dances for community and local elementary schools.	Identify and distinguish by classifying types of Diné songs and dances using a graphic organizer to categorize according to situation and season. Create a digital presentation to share information to peers.	Listen to and identify patterns in Diné songs and poetry. Transcribe songs to create posters with the lyrics to share with local elementary schools. Create digital poetry books containing samples of each type of poetry. Explain and share with community.	Listen to and identify patterns in Diné songs and poetry. Transcribe songs to create posters with the lyrics to share and reproduction. Create a scrapbook containing samples of each type of poetry. Explain and share with peers and family.
	4	3	2	1
	Listen to and identify patterns in Diné songs and poetry. Recite and practice Diné songs and create samples of each type of poetry. Explain, share, and show acquired information for peers and family through various types of presentations.	Listen to, recognize and recite various Diné songs. Select appropriate songs according to seasons to practice and perform for peers, schools, family, and community.	Listen to, recognize and recite various Diné songs. Select appropriate songs according to seasons to practice and perform for peers, schools, family, and community.	Listen to, recognize and recite various Diné songs. Select appropriate songs according to seasons to practice and perform for peers, schools, family, and community.
	K		Pre-K	
	Listen to, recognize and recite various Diné songs. Select appropriate songs according to seasons to practice and perform for peers, schools, family, and community.		Listen to, recognize and recite various Diné songs. Select appropriate songs according to seasons to practice and perform for peers, schools, family, and community.	

