

## Oral Diné Language Scope and Sequence - Concept 2; PO 1

**Standard:** **Din4 bizaad d00 bibee'0'ool'88 choosh'98go 767n7ts'33' d00 bee y1shti'go saad biki'i'diisht8h doolee[.**  
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand what I am being taught and understand appropriately.

**Concept 2:** **Nahat'1**

**PreK-3rd** **Din4 bizaad b0hoo['3'g77bee y1shti' doolee[.**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.

**4<sup>th</sup>-6<sup>th</sup>** **Shizaad hazh0'0 bee y1shti' doolee[.**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.

**7<sup>th</sup>-8<sup>th</sup>** **Din4 bizaad b0hoo['3'g77bee y1shti' doolee[.**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.

**9<sup>th</sup>-12<sup>th</sup>** **T'11 '1dahoon77g00 saad y1'1daat'4h77bee y1shti' doolee[.**  
I will listen and communicate effectively with logical Navajo language structure appropriate to various situations.

Performance Objective 1	12	11	10	9
<b>9<sup>th</sup>-12<sup>th</sup></b> <b>PO 1 Din4 bizaad boh0n4edz32go choosh'98 doolee[.</b> I will utilize the Diné language in any setting.	Debate current tribal events from research and structured controversy.	Guide and model inquiry for research on current tribal events.	Write and perform plays based on cultural stories.	Develop and apply a simple set of rules and protocols for social and cultural settings.

<p><b>7<sup>th</sup>-8<sup>th</sup></b>  <b>PO 1 Bi[ da' 7h 3hta' 7g7</b>  <b>a[k44' hon732go k0n7h44h</b>  <b>bidishn7 doolee].</b>  I will give a series of directions to a peer.</p> <p><b>4<sup>th</sup>-6<sup>th</sup></b>  <b>PO 1 Bi[ da' 7h 3hta' 7g7</b>  <b>a[k44' hon732go</b>  <b>k0n7h44h bidishn7</b>  <b>doolee].</b>  I will give a series of directions to a peer.</p> <p><b>PreK- 3<sup>rd</sup></b>  <b>PO 1 T'11 '1kw7j9</b>  <b>'1dahat' 7g7</b>  <b>b7na' 7l 3hkid doolee].</b>  I will ask simple questions about daily routines.</p>	8	7	6	5
	Coach peers to carry out cultural demonstrations and apply guidelines.	Develop instructions for cultural demonstrations.	Construct simple models through small group collaboration	Apply knowledge of cooking by preparing simple recipes in small groups.
	4	3	2	1
	Inquire about other peer's classroom and home routines and create graphs of similarities and differences.	In pairs, recall elements and details of story structure from short Navajo stories and illustrate for sequencing.	Role-play daily routines using Q and A from peers and model for younger grades.	Identify, list, organize and develop charts of daily routines at home and school.
	K		Pre-K	
Explore and develop daily routines through repetition and exercise.	Recognize daily routines.			

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

- Standard:** **Din4 bizaad d00 bibee'0'ool'8h choosh'9go 7&7'33' d00 bee y1shti'go saad biki'i'diisht8h doolee].**  
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand what I am being taught and understand appropriately.
- Concept 2:** **Nahat'1**
- PreK-3rd** **Din4 bizaad b0hoo['3'77bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 4<sup>th</sup>-6<sup>th</sup>** **Shizaad hazh0'0 bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 7<sup>th</sup>-8<sup>th</sup>** **Din4 bizaad b0hoo['3'77bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 9<sup>th</sup>-12<sup>th</sup>** **T'11 '1dahoon7g00 saad y1'1daat'4h77bee y1shti' doolee].**  
I will listen and communicate effectively with logical Navajo language structure appropriate to various situations.

Performance Objective 2	12	11	10	9
<b>9<sup>th</sup>-12<sup>th</sup></b> <b>PO 2 — Shizaad doo shi[ nanit['ag00 bee na'7lishkid doolee].</b> I will formulate questions.	Write down good questions and contribute to the question pool to give students opportunities to write and ask questions for classmates to answer.	Use context clues to generate and write 20 questions to ask past Navajo Nation leaders and warriors and explore for answers.	Role-play careers or community resources and students ask questions to guess.	Recall and generate simple questions to ask and answer one another while playing question toss.

<p><b>*****! h1t'9saad (verbs)*****</b></p> <p><u>7<sup>th</sup>-8<sup>th</sup></u>  <b>PO 2 ! h1t'9saad a[‘aan 1n11'niil[7g77shil b44h0zin doolee].</b>  I will recognize patterns in regular and irregular verbs.</p> <p><u>4<sup>th</sup>-6<sup>th</sup></u>  <b>PO 2 ! h1t'9saad choosh'9go k'ad 11sht'8[7g7baa hashne' doolee].</b>  I will use verb modes appropriately to describe what I am doing.</p> <p><u>PreK- 3<sup>rd</sup></u>  <b>PO 2 ! h1t'9saad hazh0'0 choosh'9doolee].</b>  I will ask simple questions about daily routines.</p>	8	7	6	5
	List, write, and apply concepts of the verb matrix to create digital verb booklets and present through demonstrations.	Identify the patterns of Navajo verbs using a matrix consisting of first, second, and third person	Organize a timeline and describe daily routines at home and school.	Collect, display, and present by describing items in the classroom.
	4	3	2	1
	Explain how traditional foods are prepared by using appropriate verb modes.	Show and describe cultural items of interest.	Demonstrate and communicate their daily routines using appropriate verb modes.	Recall, arrange, and recite daily routines.
	K		Pre-K	
	Ask, repeat, and recall daily routines.		Recognize daily routines	

## Oral Diné Language Scope and Sequence - Concept 2; PO 3

- Standard:** **Din4 bizaad d00 bibee'0'ool'8¶ choosh'98go 7s'n'zts'33' d00 bee y1shti'go saad biki'i' diisht8h doolee].**  
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand what I am being taught and understand appropriately.
- Concept 2:** **Nahat'1**
- PreK-3rd** **Din4 bizaad b0hoo['3'g77bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 4<sup>th</sup>-6<sup>th</sup>** **Shizaad hazh0'0 bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 7<sup>th</sup>-8<sup>th</sup>** **Din4 bizaad b0hoo['3'g77bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 9<sup>th</sup>-12<sup>th</sup>** **T'11 '1dahoon7¶g00 saad y1'1daat'4h g77bee y1shti' doolee].**  
I will listen and communicate effectively with logical Navajo language structure appropriate to various situations.

Performance Objective 3	12	11	10	9
<b>9<sup>th</sup>-12<sup>th</sup></b> <b>PO 3 Iin1</b> <b>b7na'¶7shkidgo n1sg00</b> <b>bee 1n'zht'4e doolee].</b> I will ask questions and apply information gained to real life situations	Apply and evaluate concepts of life skills, goal setting, and responsibility.	Interview community and leaders and problem solve to generate life skill concepts, goal setting, and responsibilities.	Interview family and problem solve to generate life skill concepts, goal setting, and responsibilities.	Interview peers and problem solve to generate life skill concepts, goal setting, and responsibilities.

<p><b>*****! h1t'9saad (verbs)*****</b></p> <p><b>7<sup>th</sup>-8<sup>th</sup></b>  <b>PO 3 ! h1t'9saad choo'7h'gi '1t'4ego shi  b44h0zin d00 bee y1shti' doolee .</b>  I will correctly use first, second, and third person verb usage.</p> <p><b>4<sup>th</sup>-6<sup>th</sup></b>  <b>PO 3 Bi  da'7h'5hta'7g77 bi  ahi  nidahashne' doolee .</b>  I will hold a simple conversation with my peers.</p> <p><b>PreK- 3<sup>rd</sup></b>  <b>PO 3 B7na'7l'5hkid7g77 n1't'33' baa n1hashne' doolee .</b>  I will answer simple questions about myself.</p>	8	7	6	5
	Apply the matrix concepts and connect verb usage in classroom, school, family, community situations	Identify, list, and categorize verbs and develop a first, second, third person matrix.	Model and facilitate conversation games	Collaborate to brainstorm, discuss, and demonstrate use of knowledge to create ideas for conversation.
	4	3	2	1
	Share, listen, and discuss Navajo stories and story elements. Express emotions by using the Dine language in pair/share conversations.	Make complete sentences by responding in the Diné language answering the 5 W's (who, what, when, where, why)	Explain in complete sentences in the Diné language when interpreting graphical representation (pictures, photos, picture books, picture cards) using descriptive words.	Recall and retell story elements (character, setting, plot, main ideas, inferences, predictions) from Diné literature using different genres.
	K		Pre-K	
	Recognize and categorize human characteristics (body parts, feelings, height), commands using TPR.	Identify and repeat simple tasks based on gestures and body language.		

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

- Standard:** **Din4 bizaad d00 bibee'0'ool'8[ choosh'9go 7&7'33' d00 bee y1shti'go saad biki'i'diisht8h doolee].**  
Utilizing the Navajo language and culture, I will listen, communicate, observe, and understand what I am being taught and understand appropriately.
- Concept 2:** **Nahat'1**
- PreK-3rd** **Din4 bizaad b0hoo['3'g77bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 4<sup>th</sup>-6<sup>th</sup>** **Shizaad hazh0'0 bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 7<sup>th</sup>-8<sup>th</sup>** **Din4 bizaad b0hoo['3'g77bee y1shti' doolee].**  
I will begin to demonstrate the basic Navajo language structure by using oral communication.
- 9<sup>th</sup>-12<sup>th</sup>** **T'11 '1dahoon7[g00 saad y1'1daat'4h g77bee y1shti' doolee].**  
I will listen and communicate effectively with logical Navajo language structure appropriate to various situations.

Performance Objective 4	12	11	10	9
<b>9<sup>th</sup>-12<sup>th</sup></b> <b>PO 4 Hane' d00 saad bee siih hwiinidzin g77bee ahil dahilne' doolee]</b> I will speak fluently in various situations dialogue.	Carry on a conversation by synthesizing and analyzing based on audience, topic, and real-world situations regarding tribal issues through debates.	Make connections and translations if necessary depending on situational events.	Mind map conversations in Navajo when preparing for Diné presentation.	Collaborate and plan for real-world situations.

<p><b>*****! h1t'9saad (verbs)*****</b></p> <p><u>7<sup>th</sup>-8<sup>th</sup></u>  <b>PO 4 Hane' t'11 nanit['aaʔʔbee ahi] dahwiilne' doolee[.</b>  I will converse in complex narratives.</p> <p><u>4<sup>th</sup>-6<sup>th</sup></u>  <b>PO 4 Ha'oodzʔʔ t'11 y4ego nidanit['aaʔʔbee y1shti' doolee[.</b>  I will converse with more complex sentences.</p> <p><u>PreK- 3<sup>rd</sup></u>  <b>PO 4 Ha'oodzʔʔ t'11 '1daa[ts'ʔʔʔʔbee y1shti' doolee[</b>  I will speak in one word or simple sentences, i.e., noun + verb word order</p>	8	7	6	5
	Develop debate skills (biased, unbiased opinions) Form a panel to discuss and debate viewpoints.	Find evidence that justifies their claims that pertain to local and community issues.	Explore the different possibilities of formulating biased and unbiased opinions in one or two paragraphs.	Practice formulating a biased opinion. Practice formulating an unbiased opinion in short sentences.
	4	3	2	1
	Communicate with peers about issues that effect their school, including class, family, and community.	Apply basic command words when using storytelling through free speech.	Apply background knowledge when asked to elaborate on a topic in the form of storytelling (autobiography, family, school, leisure trips, etc.)	Enunciate Use descriptive words for directions, picture cards, family, livestock, etc . (Puppetry, theatrical plays, etc.)
	K		Pre-K	
	List, organize, identify Opposites of words.		Use simple commands (i.e., handing verbs, restroom/water permission/request, etc.)	

