WRHS Navajo Language Curriculum Maps

**2021-2022**

**Lydia Fasthorse**

Navajo Language I, II, II Courses

2021-2022

**NAVAJO LANGUAGE I**

**NAVAJO LANGUAGE II**

**NAVAJO LANGUAGE III**

**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language I GRADE: 10-12 TIMELINE: First Quarter**

**Essential Questions for this Unit**

1. How many ways can you, as a language learner of your indigenous language, reclaim your Navajo language?

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| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| August | Based on discussions with my peers, I can analyze and evaluate the practices and perspectives of the Navajo society by describing how they relate to the declining status of the Navajo language. | Status of Navajo language | CUL.AL.1 | Oral presentation | Students’ backgrounds:  Peers | “Language status” |
| August | I will review and increase my knowledge of basic vocabulary associated with the teachings of Dine philosophy of four directions | Four Directions;  Dine philosophy of life | CUL.NH.4  CON.NM.4  PW.NM.1 | Written test;  Presentation | uTube  Handouts | Words related to the four directions |
| August | I can understand words, phrases and simple sentence related to self and relatives by orally responding to the questions in complete sentences.  I can communicate on the familiar topic of self and my family using a variety of words and sentences that have been practiced and learned. | Conversations on Self, Family | IL.NL.1  IC.NL.2 | Oral Proficiency | Peers  Conversation cards | Conversation starters; Simple questions, answers |
| September | I can explain and compare language patterns, sentence structures and verb usages of Navajo language with the English language. | Grammar study | COMP.I.1 | Written test | Oral conversations |  |
| September | I can recognize a few words and phrases related to Navajo K’4, kinship and show knowledge of kinship relations by writing and presenting my family chart.  I can identify and compare products and practices (family kinship) typical of Din4 culture with the Western non-native culture. | K’e (Kinship) | PW.NM.1  IL.NL.1  CUL.N.1  COMP.N.2 | Listening and writing Test;  Oral Presentation | Kinship Chart  Parents and families | Kinship terms |
| September | I can recognize products of the Navajo culture by participating and performing a culturally authentic Navajo song. | Celebrate Family, Four cardinal directions | CUL.NH.2 | Performance for audience | Drum; other instruments; recorded songs | Kinship terms; words of the directions |
| October | I can recognize names of household items when I hear them.  I can read and recognize letters and characters of words and phrases I have learned. | Hooghandi  Dah0l0n7g77 | IL.NM.1  IR.NL.1 | Test (written and oral) | Handouts;  Items in the home; drawings | Names of items in home |

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**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language I GRADE: 10-12 TIMELINE: Second Quarter**

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| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| October | I will interpret and analyze familiar words related to locations and spaces.  I can compare and explain the sentences patterns of the Navajo language with the those of the English language. | Postpositions | IL.NM.2  COMP.I.1 | Written test | Handouts;  Oral demonstrations | Postpositions |
| October | I can understand simple sentences related to household items by accurately responding to oral commands given to me. | Drawing commands | IL.NH.1 | Oral test | Color pencils;  Drawing papers | Oral drawing commands |
| November | I can understand and analyze written lists of phrases expressing appreciation when I read them.  I can compose and write a short message using phrases and simple sentences related to giving thanks by creating a greeting card. | Ah44h hasin  Expressing appreciation | IR.NM.1  PW.NH.1 | Produce a product | Computer  Printer  Colored printing papers  Color pencils  Stencils | Words and phrases to express appreciation |
| November | I can explore and reflect on the relationship between Navajo cultural practices and products by participating in age appropriate activities including celebrations, singing songs, dancing, recognizing traditional products of our Dine people. | Cultural events | CUL.N.2 | Participation;  Attendance | School events;  Films; CDs, community guest speakers;  Artists, |  |
| November | I can understand simple sentences spoken to me by physically responding accurately. | Chores at home  (TPR) | IL.NH.1 | Oral proficiency |  | Navajo words and phrases of home chores |
| December | I can use Navajo language to investigate and identify the practice of the Navajo strings and the cultural perspective of the product.  I can present information on the authentic Navajo string games by making the designs and naming them in Navajo accurately. | Traditional Cultural games | CUL.N.2  PS.NH.1 | Present orally and demonstrate | CD  UTube  Written lists | Names of Designs, stars |
| December |  | Final Exam Conversation |  | Performa based; Oral Proficiency |  | Learned material for the semester |

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**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language I GRADE: 10-12 TIMELINE: Third Quarter**

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| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| January | I can communicate and exchange information about a third person using a series of sentences and using verbs in their appropriate forms. | Group conversations | IC.IL.1 | Oral assessment | Peers;  Drawing of questions | -y4; -ch9; -hai  -ch77n; -t’9; -l9  in First, Second and Third person |
| January | I can recognize names and meanings of Navajo names of major communities on NN when I hear them spoken and when I read them. | Place names | IL.NM.1  IR.NH.1 | Written | Maps; games; photos | Ts4hootoo7, Ts4gh1hoodz1n7, etc. |
| February | I can carry out short social interactions in giving oral commands to a peer to do a task using accurate comprehensive sentence patterns. | Drawings | IC.IL.2  PS.NH.1 | Rubric on oral proficiency | Color pencils;  Drawing papers | Nanich’22h;  postpositions |
| February | I can read and understand familiar words and the main idea of a short and simple poem related to Navajo culture.  I can orally present to an audience, information on a topic using learned phrases and sentences with appropriate voice. | Poetry | IR.NH.1  PS.NH.1 | Rubric on oral recitation | Navajo Poetry books | Honeeshgish  dichin, dib11’, hak’az, h0t[‘iz;  sit3, sikaad, sik3; shi’nii[h9 |
| March | I can communicate on very familiar topics including expressing feelings usig a variety of words and sentences that have been practiced and learned. | Feelings | IC.NM.1 | Oral test, conversation | Peers; drawings; cards | Shi[ h0zh=, doo shi[ h0zh=- da, dichin shi’nii[9, dib11’ shi’nii[h9, bi[ nisin, ch’44h d4ya, b7neeshdl9, shi[ y1’1t’44h |

**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language I GRADE: 10-12 TIMELINE: Fourth Quarter**

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| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| **March** | I can make simple presentations on a wide variety of familiar topics using connected sentences.  I can manage short social interactions in everyday situations by asking and answering a variety of questions. | Language games | **PS.IM.1**  **IC.IM.2** | Rubric on Conducting Game | Papers, markers, toys, food, materials needed to play games | Review of all vocabulary previously learned |
| April | I can successfully participate in simple activities and cultural events within the school setting. | Language festival | COM.N.2 | Rubric on oral proficiency | School district facility, equipment; community members; awards | Review of all vocabulary previously learned |
| April | I can identify fifty animals by their Navajo names when I hear them spoken.  I can identify body parts of animals by their Navajo names when I hear them spoken and by naming them. | Animal Unit   * Names * Body parts | IL.NH.1.  IC.NM.1 | Quiz  Quiz | Handouts; pictures; peers | 50 animal names  Animal body parts |
| April | I can read and understand the main idea of short and simple texts describing animals with 80% proficiency. | Identifying animals | IR | Written texts | Teacher made handouts | Animal names; body parts; describing words, phrases |
| **May** | I can write and share short texts about animals by composing simple sentences from phrases and words learned.  I can present basic information orally about myself and about animals using learned phrases and simple sentences. | **Describing animals** | **PW.NH.1**  **PS.N** |  |  | All words and phrases learned in this unit |
| May | I can explain and reflect on the nature of the Navajo language by recognizing and comparing words and basic grammatical structures of the language with the English language. | **Parts of Speech** | COMP.N.1  COMP.I.1 | Written test | Lectures; peers | Y7zh7  !h1t’98 saad;  Enclitics  Ha’oodz77’ |
| May | Final Exam. |  |  | Rubric on oral proficiency  Written portion |  | Review of all vocabulary previously learned |