**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

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

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| --- | --- | --- | --- | --- | --- | --- |
| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| August | I can identify my attitude and styles on learning, identify strategies and prior knowledge I have. | Acquaintances |  | Pre-assessments | Students’ backgrounds; surveys; Syllabus |  |
| August | I can interact and negotiate meaning in spoken, written language and conversations to share information, feelings and reactions. | Self, Family  Animals  Parts of Speech | IC.NM.1  IC.NH.1  IC.IL.1  IC.IM.1 | Performance based | UTube;  Handouts | Words, phrases learned the previous year |
| August | I can use Navajo language to participate in festivities to celebrate our indigenous language and the Navajo Code Talkers. | Navajo Code Talkers Celebration | COM.I.2 | Performance based | Community organizations | Sil1o[tsoo7 Nihizaad Yee Nidaazbaa’7g77 |
| September | I can communicate on weather by using word and phrase names that I have practiced and learned.  I can participate in conversations on everyday weather by using simple sentences that questions and answers. | Weather | IC.NM.1  IC.IL.1 | Quiz  Performance based  Conversation | Outside  Conversation Cards on Weather | Navajo terms for weather |
| September | I can communicate by identifying clothing items and Navajo jewelry using single words and phrases that have been learned.  I can orally present basic information on Navajo traditional clothes and jewelry being worn by someone, using learned phrases and simple sentences with correct usage of verbs learned. | Din4 bi’44’ dab7zhi’  Names  Traditional attire | IC.NL.1  PS.NH.1 | Quiz  Performance based - rubric | Clothes, photos, peers  Stage and microphone;  a model | Navajo names of clothes  Verbs related to “wearing” a garment |

**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

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

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| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| October | I can interact and negotiate meaning of spoken and written communication on names of fifty common foods.  I can hold a conversation on foods by using learned questions and answers proficiently.  I can use Navajo to investigate the relationship between products/practices and the perspectives of Navajo culture by recognizing traditional corn meals of my ancestors. | Ch’iyaan  Foods  Conversation  Navajo traditional foods, corn | IC.NM.1  IC.IL.1  CUL.N.1 | Quiz  Performance based  Quiz | Handouts, foods, photos, peers  Rubric  Posters; corn; grinding stones | Navajo names of fifty food  Verb phrases used to talk about foods  Taa’niil, abe’ bee neesmas7, nitsidigo’7, etc. |
| November | I can confidently use appropriate language while participating in an authentic preparation of a Navajo corn recipe.  I can present information and concepts to inform an audience on Navajo traditional usage of corn by writing and sharing a recipe that has sequential steps. | Traditional Corn Food | CUL.I.2  PW.IM.1 | Performance based  Performance base | School kitchen; blue corn and white corn; juniper ash, stirring sticks, water  Poster boards  Markers | Verbs to use in recipes |
| November | I can present orally a Navajo traditional corn recipe using appropriate connected sentences and appropriate visuals and samples. | Traditional Corn food | PS.IM.1 | Performance based | Audience | Food names and Verbs to use in recipes |
| December | I can use appropriate language and behaviors while participating in a Navajo culturally authentic stories presented through a skit. | Navajo winter stories | CUL.I.2 | Performance based | Storytellers; written stories of Ma’ii Jooldloshi, Emergence story;  School stage | Ma’ii, J0honaa’47, ![ts4 Hastiin, Asdz33, Asdz33 N1dleeh7, Hashch’44[ti’7 |
| December | I can demonstrate my proficiency and my competencies by taking the Semester Final Exam and passing it with a 70% score | Final Exam |  |  |  |  |

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**2021-2022**

**SUBJECT: Navajo Language II 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  (performance based) | Peers;  Drawing of questions | Ch’iy11n dab7zhi’; t[‘0o’di 1dahoot’4h7g77 |
| January | I can communicate on times of a day by using word and phrase names that I have practiced and learned on telling time in Navajo.  I can participate in conversations on everyday activities related to times of a day by using simple sentences that questions and answers. | Oo’11[ saad | IC.NM.1  IC.IL.1 | Quiz  Performance based (rubric) | Quiz | Weather terms: adin7d77n, deesk’aaz, k’os, n7yol, naha[tin, etc. |
| March | The students will read short stories for comprehension. |  |  |  | Students’ backgrounds:  Peers | Language status |
| March | The student will perform readings aloud of short stories and poems/songs | Oral Language Performances |  | Performance based | Students’ backgrounds:  Peers | Language status |

**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language II 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 | Performance based | Peers, markers, toys, food, snacks, etc | Review of all vocabulary previously learned |
| April | Explain and compare expressions and language patterns of Navajo language with the English while reading given texts.  I can understand and interpret main ideas of Navajo stories and poems related to everyday life and personal interest. | Stories, Poems; literature | COMP.I.1  IR.IM.1 | Performance based  Quiz | ![ch7n7 B1 Hane’, Vol I, II; NAMDC books; Poetry booklets; | Hane’; Hane’ naach’22h; |
| April | I can use appropriate Navajo language and behaviors while participating in authentic activities including oral presentations of storytelling, poetry readings, songs, and theatrical skits. | Language Festival | CUL.I.2 | Performance based | School district facility, equipment; community members; awards | Previously learned vocabulary |
| May | I can participate with ease and confidence in conversations involving giving and responding to oral commands to do drawings using connected sentences and comprehensive sentence patterns. | Commands | IC.IH.1 | Performance based | List of shapes;  Color pencils, drawings | dik’3, n1zb2s, a[n77’, al32j8’ ak4e’di si’21n7g77, t1a’go adeez’1, heeneezgo dik’3, n1zb2s |
| May | Spring Semester Examination as scheduled by the school |  |  |  |  |  |