**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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, FamilyAnimalsParts of Speech | IC.NM.1IC.NH.1IC.IL.1IC.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.1IC.IL.1 | QuizPerformance based Conversation | OutsideConversation 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’ NamesTraditional attire | IC.NL.1PS.NH.1 | QuizPerformance based - rubric | Clothes, photos, peersStage and microphone;a model | Navajo names of clothesVerbs related to “wearing” a garment |

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**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’iyaanFoodsConversationNavajo traditional foods, corn | IC.NM.1IC.IL.1CUL.N.1 | QuizPerformance basedQuiz | Handouts, foods, photos, peersRubricPosters; corn; grinding stones | Navajo names of fifty foodVerb phrases used to talk about foodsTaa’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.2PW.IM.1 | Performance basedPerformance base | School kitchen; blue corn and white corn; juniper ash, stirring sticks, waterPoster boardsMarkers | 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.1IC.IL.1 | QuizPerformance 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.1IR.IM.1 | Performance basedQuiz | ![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 |  |  |  |  |  |