**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language III GRADE: 11-12 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. | AcquaintancesSelf reflection; Setting goals |  | Pre assessment | Syllabus, Surveys | Review of previous learned vocabulary |
| August | I can use Navajo language to participate in festivities to celebrate our indigenous language and the Navajo Code Talkers.  | Navajo Code Talkers | COM.I.2 | Performance based | Community organizations;Film, Guests | Sil1o[tsoo7 Nihizaad Yee Nidaazbaa’7g77 |
| August | I can interact and negotiate meaning by participating in conversations on daily activities and using related common verbs learned.  | Daily activities | IC.IH.1 | Quiz | List of common verbs on daily activities | nis4y1, d4y1dishn7, y7n7sht2’, yishwo[, haasdziih, n7sh’9, na’7d7shkid, b4n1shniih  |
| September |  I can present information and narrate to inform my listeners of the wide variety of activities I experienced over the weekend using appropriately connected sentences.When listening, I can understanding the main idea in narratives about everyday life, personal interests presented by my peers.   | Narratives | PS.IM.1IL.IM.1 | Performance based every other week | Index cards | Baa nis4y1h7g77 d00 binishnish7g77 |
| September | I can use the Navajo language to participate in planning and hosting a cultural event within the school setting and where the language is spoken. I can use appropriate language and behaviors while participating in a culturally authentic event.  | Host cultural event | COM.N.2CUL.I.2 | Performance basedPerformance based | Stage and equipment; school facility;  | Words of public speaking |
| October | I can begin to communicate on money and prices by recognizing single words and phrases related to counting money. I can participate in a conversation using simple sentences on money and prices while “food shopping.” | B4esoMoney | IC.NL.1 | Quiz | Play Money, Bingo game; visuals of foods in a grocery store | Sind1o, doot[‘izh, g7insi, naakiy11l, d99y11l hast33 y11l, [itso |

**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language III GRADE: 11-12 TIMELINE: Second Quarter**

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| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| November | I can write and share a paragraph expressing my gratitude using appropriate sentences. I can compare and contrast the concept of giving thanks as practiced by my Navajo ancestors and that of the English speakers and discuss the impact that has on both cultures.  | Ah44h hasinGiving Thanks | PW.IM.1COMP.I.2 | Performance based, Published Product | SpeakerPrinterPrinting paperMarkers; stencils | Baa ah44h nisin saad |
| November | I can use the Navajo language to participate in cultural activities for personal enjoyment and community involvement within the school setting and in my community.  | Cultural events | COM.I.2 |  |  |  |
| December | Perform for community  | Winter celebrations | CUL.I.1COM.I.2 |  |  |  |
| 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.3 | Performance based (rubric) | 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 | Semester Final Examination - oral proficiency exam |  |  |  |  |  |

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**2021-2022**

**SUBJECT: Navajo Language III GRADE: 11-12 TIMELINE: Third Quarter**

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| **Month** | **Student Friendly Objectives** | **Content** | **Standards** | **Assessment** | **Resources** | **Vocabulary** |
| January  | The student will continuation of conversations including talking about a third person | Group conversations | IC.IL.1 |  |  |  |
| January  | I can communicate in Navajo confidently on naming and talking about parts of a human body by recognizing single words and phrases learned.  | Shits’77sHealth and Body | IC.NL.1 | Quiz | Din4 Bizaad B7n1hoo’aah; Posters, peers | Sits’77s 1daoly4hg77; baa 1h1y32gi saad |
| February  | I can participate with ease and confidence in a conversation on experiences and physical health using learned phrases related to care of the body.  | Shits’77sHealth and Body | CI.I.H.1 | Performance based | Din4 Bizaad B7n1hoo’aah; Posters, peers | Ats’77s baa 1h1y32gi saad |
| March | I can present information and descriptions in Navajo of interests and experiences in various time frames with proficiency that is understood.  | Show and Tell | PS.IH.1 | Performance | Treasured items | Shaa yin7l1; sha yin7’1 |

**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

**SUBJECT: Navajo Language III GRADE: 11-12 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 by retelling the story orally. | Stories, Poems; literature | COMP.I.1IR.IM.1PS.I | Performance basedQuiz | ![ch7n7 B1 Hane’, Vol I, II; NAMDC books; Poetry booklets; | Hane’; Hane’ naach’22h;  |
|  | 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. | Performance based | School district facility, equipment; community members; awards | Previously learned vocabulary |
| April | Learn and know place names of surrounding communities | Shik4yahMy Land, My Community; My Origin |  | Performance based (Product) | ComputersResearch materialsFamily elders | Shik4yah baa hane’“Shits’44’ sit1n7di” |
| May | * Spring Semester Examination as scheduled by the school
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