**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. | Acquaintances  Self 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, d4y1  dishn7, 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.1  IL.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.2  CUL.I.2 | Performance based  Performance 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.” | B4eso  Money | 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 hasin  Giving Thanks | PW.IM.1  COMP.I.2 | Performance based, Published Product | Speaker  Printer  Printing paper  Markers; 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.1  COM.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 |  |  |  |  |  |

**Window Rock Unified School District #8**

**Curriculum Map**

**2021-2022**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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’77s  Health 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’77s  Health 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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.1  IR.IM.1  PS.I | Performance based  Quiz | ![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 | Shik4yah  My Land, My Community; My Origin |  | Performance based (Product) | Computers  Research materials  Family elders | Shik4yah baa hane’  “Shits’44’ sit1n7di” |
| May | * Spring Semester Examination as scheduled by the school |  |  |  |  |  |