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| August  Diné Values | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C1. I will express critical thinking to establish relationships with the environment.  PO3. I will recognize self-respect  **Culture Standards**  S1C1. I will acknowledge and value my thoughts and personality  PO1. I will take care of myself.  **Government Standards**  S1C4. I will demonstrate to be a self sufficient citizen with a positive attitude.  PO1. I will recognize my family values.  **History Standards**  S1C4. I will understand time passage and chronology, specific to Diné culture and tradition  PO1. I will identify my family history and their livelihood.  **Oral Language**  S1C1. I will listen to and understand the basic Diné oral language.  PO1. I will listen to and understand everyday situational speech. | )lta – school  Y1’1t’44h – Hello  Sh7 – me  Din4 teachings and values, T’11 h0 !j7t’4ego: thinking and practice, respecting self and others, nature, family, clan, kinship, reverence/praying, rising early, exercise, eating healthy  Make a mural of healthy foods  Make and sequence blue corn mush  Students will identify classroom signs (exit, nurse’s office, school rules, etc)  Students will identify happy and sad, What makes them happy and sad illustrate the two, sing related to topics, and respond to feeling charts in talking circle.  0lta’g0ne’ bee’44h0zhinii, ‘azee’, ‘22h’1daal’9, rules y1’1t’44h a[ch7n7 9[[170, b1’0t1’7, na’7a7doo[ki[go yazhd4esnii’, nizh0n7go, may I go to the bathroom  Shini’1t’4i, hash, nisht’e/hash nit’3 Shi[h0zh0=, doo shi[ h=zh=-da, shi[h0zh=, doo shi[ h=zh=-da | Oral Participation, Checklist for correct pronunciation  Introduce self with all four clans and introduce mom and dad in Navajo  Name 4 healthy lifestyles and make a poster board to display  Write a recipe for another Diné food to share with class to add to recipe book | Timeline of cultural activities by seasons  Diné history timeline  Ashkii Yazzie’s First Year in School  Johnny Lee with his family  Diné Bizaad  Clan Chart  Season Chart  Weather Chart  Calendar  Navajo Flashcards (basic words – me, family, weather, colors, numbers)  Classroom rules, various signs in the school campus, visual aid, sentence strips |
| September  K’e  Kinship | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C1. I will express critical thinking to establish relationships with the environment.  PO2. I will respect my immediate family.  **Culture Standards**  S1C2. I will apply and practice Diné way of life through planning.  PO2. I will use appropriate kinship terms.  **Government Standards**  S1C2. I will identify my life goals.  PO4. I will demonstrate appropriate greetings.  S1C4. I will demonstrate to be a self-sufficient citizen with a positive attitude.  PO1. I will recognize my family values.  PO4. I will identify and recognize clan relationship.  **History Standards**  S1C1. I will be able to understand cultural knowledge that has influenced my family.  PO1. I will name my four (4) immediate clans.  **Oral Language**  S1C1. I will listen to and understand the basic Diné oral language.  PO1. I will listen to and understand everyday situational speech. | Y1’1t’44h, sh7zhi’, sh7, shin11hai,  Origin of clans, self identity, one’s 4 clans, family, siblings, maternal and paternal grandparents, goal, love, care helping, sharing, learning, kindness, respect  State first two clans  Read a story on family album, Jason’s Family Wheel Game, Media center, Blanding Utah, Joe Slim, Johnny with his family  Sh7,bi[k44hasht’ing77, sh7, shim1, shizh4’4, shik’4, bi[haijei, shideezhi, shitsll7, sh7naa7, shad7, Pronoun bi, aw44, am1, ah4’4  Classroom rules, various signs in the school campus, visual aids, Ashkii Yazzie’s First Year in School | Oral assessment with correct pronunciation, class participation, oral identification of family members  Introduce self to peers using 4 clans and parents name  Based on Johnny with his family students will participate in writing a classroom book | Johnny Lee and baby  My family likes to work  Ashkii Yazzie’s First Year in School  Navajo Flashcards (basic words – me, family, weather, colors, numbers)  Diné Bizaad  Clan chart  Classroom rules, various signs in the school campus, visual aid, sentence strips  Dahwiitaa CD – Pauline Begay  Teacher made visuals  Calendar  Season chart  Weather chart  Litteman’s family  K’e posters |
| October  Fall  Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C2. I will apply and practice Dine way of life through planning.  PO3. I will identify the various types of weather.  S1C2. I will acknowledge and value my thoughts and personality  PO4. I will identify day and night.  **Culture Standards**  S1C3. I will name the various plants within my surroundings.  **Government Standards**  S1.PO3. I will identify emergency resources in the community.  **History Standards**  S1C1. I will be able to understand cultural knowledge that has influenced my family.  PO4. I will name, recall events, and dates relevant to my current family culture and traditions.  **Oral Language**  S1C1. I will listen to and understand the basic Diné oral language.  PO4. I will identify the vocabulary used in different contexts. | Harvesting, Fall activities, classify when to plant to harvest time, preparing food for winter season, weather terms, use picture cues of doctors, fire fighters/police. Identify tools they use,  Pronouns: bi, naanish, azee’77[7n7, si1o, k-‘ nilts44s7  Enclitics: da, n7ch77l a[22 1n11ni[, n7ch77l, sik’az, n7yol, ay0o, doo  Neeshch’77’ d7dz4tsohy1zh  Daazgan7g77  Students will perform a song, choral reading on fall topic  Din4 culture, 1[22 1daat’4, dah ashzhish, dah hataa[, k’4, ‘1d44hojoolz88h  Classify plant to harvest time  Recite five little pumpkins, Hogan poem | Oral assessment with correct pronunciation, class participation, oral identification of harvesting activities; weather terms, food checklist  Name 4 food we harvest each year in Navajo/English  Name 4 community helper in Navajo  Invite a community helper to speak to the class  Participate in cultural festival at other school districts | Flashcards  Blue, Corn Bread  Today’s Special Nitsidigo’í  Grandfather Stories of the Navajo Grind Stones  Food Bingo  Diné Bizaad  Guest Speaker (community helpers)  NAPA and/or NN Agricultural Department Presentation |
| November  Navajo Nation Government | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C3. I will have self-respect  PO1. I will identify respectful terms.  **Culture Standards**  S1C1. I will acknowledge and value my thoughts and personality.  PO4. I will identify day and night.  **Government Standards**  S2C1. I will recognize the Diné traditional law  PO1. I will identify the Navajo Nation President and Vice President.  **History Standards**  S1C1. I will be able to understand cultural knowledge that has influenced my family.  PO2. I will identify past and present Diné leaders.  **Oral Language**  S1C3. I will utilize the Diné language to present information in a variety of situations. | Perform for Native American Week, Identify male and female Hogan, learn names and parts of the Navajo Nation Seal and Flag, discuss the significance of the Navajo Code Talkers, healthy lifestyle, family tree with clans and Navajo introduction  Respect and Understanding of our elders. Visit nursing home and perform cultural songs/stories with them.  Participate in Native American Week by encouraging use of Din4 language and culture activities | Checklist for identifying parts of flag and seal  Oral assessment for Diné introduction.  Make the male/female Hogan with family for display  Introduce self in Navajo in public or with family members  Participate in Navajo American culture week  Learn the flag song  Participate in an Elderly drive | Navajo Nation Flag  Navajo Nation Seal  Guest speaker: Navajo Nation Code Talker; Miss Navajo; Elderly  Weather Chart  Number Chart  Shape Chart  Monthly calendar  Season Chart |
| December  Winter Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C4. I will demonstrate ways to be thankful for my home and immediate family.  **Culture Standards**  S1C1. I will acknowledge and value my thoughts and personality.  PO1. I will take care of myself.  **Government Standards**  S1C2. I will identify my life goals.  PO1. I will recognize the value of positive self esteem.  **History Standards**  S1.C3. I will recognize historical events of other people that affect my family.  PO1. I will identify local historical sites and events.  **Oral Language**  S1C1. I will listen to and understand everyday situational speech.  PO3. I will demonstrate my understandings of oral narratives. | Creation stories, winter stories, constellations, season/weather.  Learn weather terms winter and windy  Learn Christmas terms  Participate in Christmas play  Enclitics: da, nich77ll a[22 1n11nii[, n7ch77l, sik’az, n7yol, ay0o, do  Keshmish  Yas Hastiin, Yoo’Siis’a’ | Class participation in skit, correct pronunciation of words  Identifies 3 winter story  Name 3 winter terms  Identify and Name 3 Constellation | Children’s literature: Traditional Christmas  Season chart  Diné bizaad  Teacher made visual illustration cards  Flashcards  Community pictures  Constellation charts  Coyote stories/books  Posters  Creation story pictures |
| January  Winter Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C2. I will practice and maintain the sacredness of self-identity  PO1. I will listen and observe cultural teachings.  **Culture Standards**  S1C4. I will apply and practice the Diné way of life with confidence.  PO3. I will listen to oral stories about the stars.  **Government Standards**  S1C3. I will identify the process and importance of time.  PO3. I will listen to stories of time, day, night, and seasons.  **History Standards**  S1C1. I will be able to understand cultural knowledge that has influenced my family.  PO4. I will name, recall events, and dates relevant to my current family culture and traditions.  **Oral Language**  S1C1. I will listen to and understand the basic Diné oral language.  PO4. I will identify the vocabulary used in different contexts. | Creation Stories  Constellations  Coyote Stories  String Games  Ay0 h0y3 d00 nits3kees, t[00[ bee na  Hai, N1ha1shdl89, McHarney, Panorama, Alb NM  Niyol/The Wind  San Juan by Black sheep clan reding, media center, Blanding, UT  Encilitics: da, n7[ch’ih a[22 1n11’nii[, t0’bi[ n7ch77l, has’tin, ay0o, doo  S-‘Diyin Dine’4, Ma’ii, y1ayiighaz, j0honaa’47, t[44honaa’47, y1di[hi[  Shoe game activities | Identify 3 constellation  Retell 4 coyote story  Recreates 5 string game  Recites 4 simple shoe game song  Oral assessment with correct pronunciation | NN Museum  Guest speaker  coyote stories on DVD  string  string games songs  Shoe game songs  Season chart  Diné bizaad  Teacher made visual illustration cards  Flashcards  Community pictures  Constellation charts  Coyote stories/books  Posters  Creation story pictures |
| February  Cultural Awareness | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1.C2. I will practice and maintain the sacredness of self-identity.  PO3. I will identify the teaching of home life.  **Culture Standards**  S1C1. I will acknowledge and value my thoughts and personality.  PO3. I will recognize cultural items and jewelry.  **Government Standards**  S1C2. I will identify my life goals.  PO3. I will develop and apply a healthy lifestyle.  **History Standards**  S1C1. I will understand historical/factual events, people and symbols that influence my family.  PO4. I will name my maternal clan so I will be recognized appropriately by people related to me.  **Oral Language**  S1C1. I will utilize Diné language in the context of my community and culture.  PO4. I will ask questions about cultural activities at school and home. | Cradleboard story  Hogans  Historical events  Long walk  History of weaving  Family activities  Healthy habits  Student family photo album  Sh7, Bi[ k44hasht’inig77, sh7, shim1, shizh4’4, shik’4, bi[haijei, shideezi, shitsil7, sh7naa7, shad7  Hooghan a[22 1t’47, a[chi’l’ adeez’1h7, ch’4’4tiin, ch’7l1yi’ d11din7baal, danihighan, hasht[‘ish, hooghan n7mazi, nighan, shighan, tsin  Discuss the significance of baby’s first laugh. Compare items used during the baby’s first laugh, rock salt, basket, food, etc. | Cradleboard significance  Make a Hogan using sticks/sand on the male/female Hogan  Identifies 6 or more names of family members in Navajo  Tells 4 thing about a baby’s first laugh | Community members  Grandparents  Cradleboard  Songs about weaving/cradleboard  Posters  Videos  Flashcards  Diné bizaad  Season chart  Weather chart  Book of Hogans  Pictures of hogans  Planting books |
| March  Spring Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C4. I will understand and appreciate all things.  PO3. I will identify and appreciate the teachings of life surrounding the home.  **Culture Standards**  S1C2. I will apply and practice Din way of life through planning.  PO3. I will identify the various types of weather.  **Government Standards**  S1C1. I will recognize the Diné traditional law.  PO1. I will identify the local contact person in charge of emergencies.  **History Standards**  S1.C3. I will recognize historical events of other people that affect my family.  PO4. I will recognize the relationship of the historical and factual events.  **Oral Language**  S1C3. I will utilize the Diné language to present information in a variety of situations.  PO3. I will speak Diné language using grammar accurately. | Planting – planting cycle/types of wildlife plants found on reservation and how they are used  Significance of lambing to the Din4 people  Significance of Stick Game  Types of plants used for dying wool, weaving tools, types of weaving designs  Types of Diné jewelry and clothing.  Enclitics: go, H1idi sh2, dzi[, [itsxo, [igai, [ikizh, nitsaa, 1[ls’77s7  Naad33’, kidiila, d1’1keh, doot[‘izh, litso, ligai, [ich77, t0, nahasdz11n, 1[‘22’ 1t’4 | Participates in a stick game and understand scoring  Names 4 type of plant to dye for yarn  Names 5 types of clothing Diné female/male wear  Identifies 4 weaving tool | Cycle of plants  Az/Navajo wildlife pictures  Din lambing routines  Stick game  Type of plants to make wool dye  Weaving tools/loom  Type of jewelry we wear, moccasins, clothing  Children’s stories on weaving. “The goat in the rug”  Pictures of past and modern Diné men and women  Weaving designs found across reservation  Trading post pictures |
| April  Spring Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Government Standards**  S1C1. I will recognize the Diné traditional law.  PO1. I will identify the local contact person in charge of emergencies.  **History Standards**  S1.C3. I will recognize historical events of other people that affect my family.  PO4. I will recognize the relationship of the historical and factual events.  **Oral Language**  S1C3. I will utilize the Diné language to present information in a variety of situations.  PO3. I will speak Diné language using grammar accurately. | Planting – planting cycle/types of wildlife plants found on reservation and how they are used  Clothing  Identify female and male moccasins  Kelchi, male moccasin, kenitsaa, female moccasins, beeghashii cow, biih/Dzeeh, Deer/Elk, Lichii’ Red  Significance of the Navajo basket  Navajo basket, Ts’aa’ white, lighai, black lizhin, red lichii’ life, darkness, scared mountains, dzil Navajo wedding alts’eeh entry hajiinee holy people | Write/Display the planting cycle  Sequence the story Taazbaa’ and her magic shoes  Identifies 4 part of a Navajo basket  Identifies 4 ways a Navajo basket is used. | Cycle of plants  Taazbaa’ and her magic shoes- Grandfather work moccasins  Illustrations (pictures of 3 types of moccasins)  Navajo Basket  Ts’aa’ Rdg book, Little Navajo Basket Maker |
| May  Summer Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.  **Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics  **Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.  **Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers.  **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied.  **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop    **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own.  **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**  S1C1. I will express critical thinking to establish relationships with the environment.  PO1. I will recognize ways to express relationship.  **Culture Standards**  S1C2. I will apply and practice Diné way of life through planning.  PO1. I will use my cultural teachings about how to take care of earth and sky.  **Government Standards**  S1C3. I will identify the process and importance of time.  PO3. I will listen to stories of time, day, night and seasons.  **History Standards**  S1C1. I will be able to understand cultural knowledge that has influenced my family.  PO4. I will name, recall events, and dates relevant to my current family culture and traditions.  **Oral Language**  S1C1. I will listen to and understand the basic Diné oral language.  PO4. I will identify the vocabulary used in different contexts. | Learn the names and parts of Navajo Nation Seal and Flag.  Dah n a’at’a’7, NNseal, dzi[ dadiyin7g77, naaldlooshi, i0honaa’47, naad11’  Learn cloudy and raining  Enclitics: da, n7[ch’ih, a[22 1n11’nii[, k’os, naha[[in, ay0o, doo  Past and Present Diné summer activities: summer camp; fishing; planting; vacation; sheep camp | Identify 4 part of the Navajo Nation Seal  Identify 4 part of the Navajo Nation Flag and what it represents  Oral assessment with correct pronunciation | [www.navajoland.com](http://www.navajoland.com)  Flashcards  Matching cards  Navajo Nation Flag  Poster of Navajo Nation Seal |