

CURRICULUM GUIDE

SUBJECT: Navajo Language

GRADE: 7/8

TIMELINE: 1<sup>st</sup> Quarter

Standard	Kid Friendly Learning Objectives	Content (subject or topic covered in Journeys/My Perspectives)	DOK Level	Skills (ability, practice, aptitude that will be learned)	Assessment	Academic Vocabulary
<p><b>Interpersonal Communication (IC)</b> Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.</p> <p><b>Interpretive Listening (IL)</b> Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.</p> <p><b>Cultures (CUL)</b> Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.</p> <p><b>Connections (CON)</b> Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.</p> <p><b>Communities (COM)</b> Use the target language to participate in the</p>	<p>SWBAT identify familiar words in sentences.</p> <p>SWBAT use proper descriptive words.</p> <p>SWBAT illustrate familiar objects.</p> <p>SWBAT identify and use question maker terms.</p> <p>SWBAT use proper usage of pronouns.</p> <p>SWBAT use proper handling verbs.</p> <p>SWBAT respond to open ended questions, simple phrases and or a complete sentence.</p> <p>SWBAT interpret oral stories.</p> <p>SWBAT explain and negotiate oral stories.</p> <p>SWBAT interpret clan groups and characteristics.</p> <p>SWBAT engage in discussions on clans.</p> <p>SWBAT express and use kinship terms with peers.</p>	<p><b>Oral communication</b></p> <p>-Identify familiar objects</p> <p>-Describe familiar objects</p> <p>-Illustrate familiar objects</p> <p>-Recite poems</p> <p>-Demonstrate singing a song</p> <p>-Demonstrate a dance</p> <p><b>Responses</b></p> <p>-Open ended responses</p> <p>-Simple phrase responses</p> <p>-Complete sentence responses</p> <p>-Rephrase stories</p> <p><b>Clanship</b></p> <p>-Explain/negotiate significance of the story (Changing Woman)</p> <p>-Demonstrate peer kinship relations</p> <p>-Reflect on oral clan group stories</p> <p>-Create own clan story</p> <p>-Illustrate on clan story</p> <p>-</p>	<p>DOK 2-3</p>	<ul style="list-style-type: none"> <li>• Oral respond with simple words or phrases</li> <li>• Use of proper courtesy words/phrases</li> <li>• Identify familiar objects home/school</li> <li>• Identify and use question maker terms</li> <li>• Use of proper pronouns</li> <li>• Use of proper handling verbs</li> <li>• Explain the significance of using and knowing their clans</li> <li>• Identify clan groups and characteristics</li> <li>• Interview elder relatives to investigate their clans</li> <li>• Two people dialogue on familiar topics.</li> </ul>	<p>Informative: Recite words/poems Progress monitoring Summative:</p> <ul style="list-style-type: none"> <li>• Individual Oral</li> <li>• Presentation</li> <li>• Project</li> <li>• Self/peer evaluation</li> </ul> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Quiz</li> <li>• Demonstration</li> <li>• Reflection of work</li> <li>• Games</li> </ul>	<p>Engage, Interpret Negotiate, Investigate, Explain, Reflect, React Practice, Respond Creative, Interview, Express, Presentation, Demonstrate.</p>

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community and in the globalized world, for enjoyment, enrichment, and advancement.	SWBAT interview elder relatives on primary clans. SWBAT create an original clan story. SWBAT illustrate clan story.					
<p><b>Interpersonal Communication (IC)</b> Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.</p> <p><b>Interpretive Listening (IL)</b> Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.</p> <p><b>Interpretive Reading (IR)</b> Understand, interpret, and analyze what is read or viewed on a variety of topics.</p> <p><b>Presentational Speaking (PS)</b> Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of</p>	<p>SWBAT understand simple conversations and respond with a word or simple phrases.</p> <p>SWBAT interpret with simple phrases to a text.</p> <p>SWBAT give a series of direction to peers.</p> <p>SWBAT converse in a scripted dialogue on a familiar topic.</p> <p>SWBAT practice cultural teachings (Dine Values).</p> <p>SWBAT explain the significances of the sacred mountains.</p> <p>SWBAT explain the significances of the Dine calendar.</p> <p>SWBAT interpret telling</p>	<p><b>Cultural stories</b> -Mother Earth &amp; Father Sky -Dine Calendar -Seasons &amp; Directions -Traditional Foods</p> <p><b>Kinship</b> -Dine Values -Sacred Mountains -Basket story</p>	<p>DOK 2-3</p>	<ul style="list-style-type: none"> <li>• Oral respond with simple phrases</li> <li>• Use of proper courtesy words/phrases</li> <li>• Give series of directions to peers</li> <li>• Converse in a scripted dialogue</li> <li>• Practice cultural teachings to develop class rules</li> <li>• Explain the significance of the sacred mountains and teachings</li> <li>• Analyze and compare the Dine Calendar with the Western Calendar</li> <li>• Compare past and present of determining time</li> <li>• Determining telling time</li> <li>• Define and explain the</li> </ul>	<p>Informative: Recite words/poems Progress monitoring Summative:</p> <ul style="list-style-type: none"> <li>• Individual Oral</li> <li>• Presentation</li> <li>• Project</li> <li>• Self/peer evaluation</li> <li>• Create a mini book</li> </ul> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• Quiz</li> <li>• Demonstration</li> <li>• Reflection of work</li> <li>• Participate in Games</li> <li>•</li> </ul>	<p>Interpret, Respond Define, Analyze, Explain, Persuade, Narrate Investigate Reflect, Evaluate, Develop, Create Compare, Participate</p>

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<p>topics using appropriate media and adapting to various audiences of listeners or viewers.</p> <p><b>Cultures (CUL)</b> Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.</p> <p><b>Connections (CON)</b> Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.</p> <p><b>Comparisons (COMP)</b> Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one’s own.</p> <p><b>Communities (COM)</b> Use the target language to participate in the</p>	<p>time</p> <p>SWBAT explain the concept of the Navajo basket</p> <p>SWBAT interpret Dine Philosophy with an example.</p> <p>SWBAT explain Dine philosophy with illustrations.</p> <p>SWBAT illustrate and explain samples of the Dine Philosophy.</p> <p>SWBAT present a presentation on Dine Values</p> <p>SWBAT sing a song/recite a poem that is seasonally appropriate.</p> <p>SWBAT maintain and participate in dances and songs that are appropriate.</p> <p>SWBAT identify and explain the four traditional foods.</p> <p>SWBAT interpret</p>			<p>Dine philosophy of learning</p> <ul style="list-style-type: none"> <li>• Explain/interpret the Navajo basket concept</li> <li>• Identify and explain Dine teachings</li> <li>• Illustrate Dine philosophy &amp; Dine Values</li> <li>• Recite appropriate poems</li> <li>• Sing seasonally/appropriate songs</li> <li>• Demonstrate a appropriate dances.</li> <li>• Create a five slide presentation on Dine Values</li> <li>• Illustrate a poster on Dine Values</li> </ul>		

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community and in the globalized world, for enjoyment, enrichment, and advancement.	traditional stories on animals and food. SWBAT create a video on preparing a food recipe.					