

## CURRICULUM GUIDE

SUBJECT: Navajo Language

GRADE: 7/8

TIMELINE: 2<sup>nd</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
<b>Interpersonal Communication (IC)</b> <i>Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.</i> <b>Interpretive Listening (IL)</b> <i>Understand, interpret, and analyze what is heard (communicated in ASL) on a variety of topics.</i> <b>Cultures (CUL)</b> <i>Use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.</i> <b>Connections (CON)</b> <i>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.</i> <b>Comparisons (COMP)</b> <i>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.</i>	SWBAT explain the purpose of the first Shoe Game. SWBAT explain and interpret the significance of the constellations/String Games. SWBAT explain and interpret the significance of winter-related games. SWBAT interact in traditional games. SWBAT analyze to determine the moral of coyote stories. SWBAT differentiate the usage and teachings of the various Hogans. SWBAT the significance of honoring veterans. SWBAT explain how the Dine language played a role in World War II. SWBAT compare today's educational system to the past boarding school era. SWBAT research and compare Athabaskan and Dine lifestyles and cultures. SWBAT identify events relation to important people in Dine History. SWBAT identify the	-Winter Stories <ul style="list-style-type: none"> <li>String Game</li> <li>Shoe Game</li> <li>Creation Story</li> <li>Coyote Stories</li> </ul> -Homes -Veterans <ul style="list-style-type: none"> <li>Code Talkers</li> </ul> -Navajo History <ul style="list-style-type: none"> <li>Athabaskan groups</li> <li>Other tribes</li> <li>Lifestyles</li> <li>Long Walk</li> <li>1868 Treaty</li> <li>Boarding Schools</li> </ul> -NN Government <ul style="list-style-type: none"> <li>Three Branches</li> <li>Chapter Government</li> <li>NN Seal History</li> <li>NN Flag History</li> </ul>	DOK 2-3	<ul style="list-style-type: none"> <li>Explain the purpose of the Shoe Game</li> <li>Interpret the significance of the String Games and constellation.</li> <li>Interpret and participate in winter games</li> <li>Analyze coyote stories</li> <li>Differentiate the usage of various Hogans</li> <li>Explain the traditional teachings of Hogans</li> <li>Explain the significance of honoring veterans</li> <li>Explain how the Dine language played role in WWII</li> <li>Compare the past boarding school to today's educational system</li> <li>Research and compare the Athabaskan groups</li> <li>Discuss important people in Dine history</li> <li>Interpret the historical events related to 1860s captivities</li> <li>Explain peacetime in the 1800s</li> <li>Distinguish the Navajo Nation Laws (Traditional, Customary, Natural, and Common Laws).</li> </ul>	Informative: Recite words/poems Progress monitoring Summative: <ul style="list-style-type: none"> <li>Individual Oral</li> <li>Presentation</li> <li>Project</li> <li>Self/peer evaluation</li> </ul> Formative: <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>	Interact, Interpret Investigate, Explain, Reinforce, Practice, Respond, Determine, Creative, Interview, Distinguish, Presentation, Demonstrate.

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<b>Communities (COM)</b> Use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.	historical events that pertain to 1860s captivities. SWBAT identify peacetime relations with the neighboring people in the 1800s. SWBAT understand and distinguish the Navajo Nation Laws (Traditional, Customary, Natural, and Common Laws). SWBAT to distinguish the Traditional Law: three branches. SWBAT identify the NN government 12 divisions. SWBAT identify and describe the purpose of at least two divisions. SWBAT identify and describe the Four Standing Committees. SWBAT describe the Navajo Nation election process. SWBAT will describe the purpose of the Navajo Nation Rules and Ethics. SWBAT research and compare the family and peacemaking courts SWBAT identify and describe			<ul style="list-style-type: none"> <li>Describing the NN Seal</li> <li>Describing the NN Flag</li> </ul>		

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	the objects on the NN Seal. SWBAT identify and describe NN Flag.					

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