Diné Government and History Curriculum
Grades 9th-12th

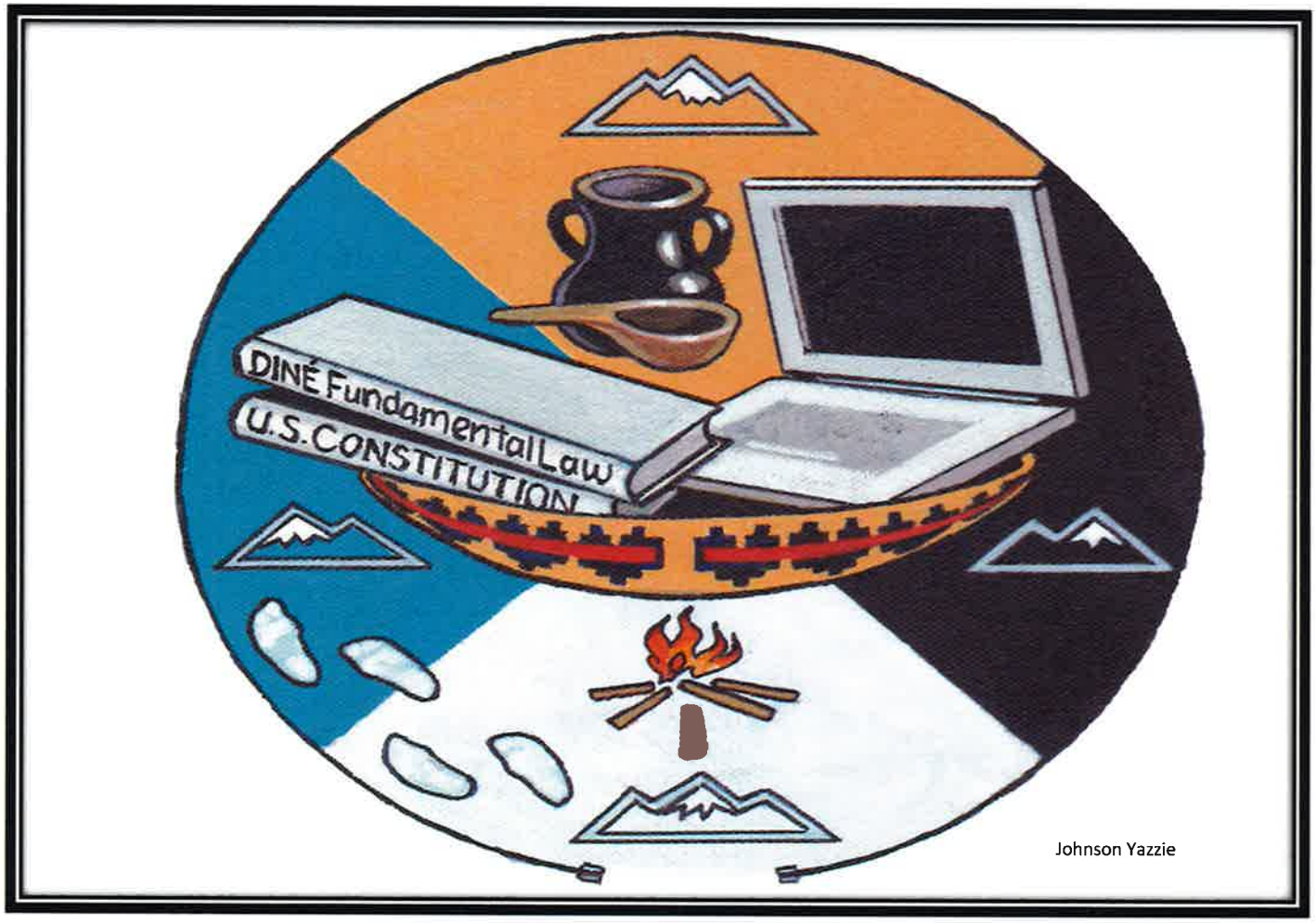

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Table of Contents

Introduction.....ii

Acknowledgement.....iv

Diné Government and History Blueprint.....v

Deconstruction of Diné Government Standards.....1
- 11th Grade Diné Government Unwrapped Standards.....2
- 12th Diné Government Unwrapped Standards.....12

Diné Government Content Map. 21
- Pacing Calendar.....22
- 11th -12th Grade Diné Government Content Map.....23

Deconstruction of Diné History Standards.....32
- 9th Diné History Unwrapped Standards.....33
- 10th Diné History Unwrapped Standards.....41

Diné History Content Map.....48
- Pacing Calendar.....49
- 9th -10th Grade Diné History Content Map.....50

Unit Plan.....56
- 11th-12th Diné Government.....57

References.....59

Resources.....60

Introduction

The ninth - twelfth Diné History and Government Curriculum Guide was developed to provide direction and to identify how the social studies and government standards would be addressed as schools develop their own curriculum. This document is also intended to be a resource for 9th-12th grade teachers, providing practical guidance in implementing the Diné Content Standards and the Common Core Standards.

The guide includes what is taught, why, instructional practices, valid activities, suggested materials and pacing to be used. The guide consistently reference Diné Content Standards and the Common Core Standards.

The Diné Curriculum Guide is based upon the Diné Content Standards for Social Studies and Government. Instruction at each grade level, ninth through grade 12th includes Diné history, Dine government, United States/ New Mexico, Arizona, Utah history, economics and geography. This curriculum allows for cross content integration.

The guide is flexible enough to encompass individual differences and individual goals.
All students should be challenged to reach their maximum potential. For many students, the
Curriculum described here will be a challenge, but for some it will not. We need to make sure that a program is provided that challenges our high achieving students beyond the expectation we have established.

Why is Government Important… why students need to know about Government:

- Every society has order
- The government provides rules & guidelines for how people can live together peacefully.
- With the help of the government, rights can be implemented properly and equally with the support coming from the governing body.
- The government exists because of the people, to protect them and to give them a place in their community.
- The government is the representation of the people living in that country or community.

- Government is necessary to man because it protects us from injustice and oppression.

History is important because…

- History is all around us.
- History gives students an opportunity to develop basic skills: reading, writing, and analytical thinking.

- History helps students better understand the society in which they live.
- History helps students better understand human beings, and in the process of understanding others, students can better understand themselves as individuals.
- History helps students understand people who are different.
- History allows students to gain perspective and learn to see a bigger picture.
- History can inspire students.
- History can give students insight into the past that will help them understand the present and prepare them for the future as well.
- History can provide students with a reason for being; it can give meaning to their lives.
- History can help students feel a sense of connection.
- History is entertaining and fun; everything has a history including, sports, dolls, music, clothes, etc.
- History allows students to dream and wonder; it gives them the opportunity to imagine a better future.

History and Government are integral parts of Navajo life. Government and leadership began with the appointment of First Man and First Woman as the principle leaders for Navajo society. The stories or histories that are retold give us the basis of how we live today. They give us insight into how and why we have the rules of government that we exercise every day.

K'é is the central idea that holds Navajo society together and maintains it as a unified society striving for the same values, concepts and behavior. This curriculum places a strong emphasis on that concept. Students and teachers are encouraged to learn of it and practice it in their interactions.

Navajo students must learn how to live on the Navajo Nation as well as outside. This curriculum includes American history as well as Navajo history. It is vital that students learn about their past and their present so they can help address solutions and remedies of current issues. At the same time as they learn about American and world history they can learn to adapt to the societies off the reservation. Navajos are, after all, American citizens as well as world citizens. This curriculum aims to clarify students' place in all societies they may choose to live in.

This is an exciting curriculum that addresses the past and present of students' lives and explains social order, governance and leadership in Navajo life.

Acknowledgement

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Diné Government Standards Blueprint

Eleventh Grade	Twelfth Grade
Standard: I will understand and apply the Navajo Nation Laws (Traditional Law, Customary Law, Natural Law and Common Law). Diné Bi Beenahaz'áanii Atsé Siléí baa ákonisin dooleeł.	
Concept 1: I will apply the Diné traditional law by formulating ideas. Diyin Bits'ąądęę' Beehaz'áanii - Diné Traditional Law: Diyin Bits'ąądęę' bibeehaz'áanii choosh'ii dooleeł.	
EBPO1. I will analyze the duties of the executive branch and its relationship to the state government. Diné bibeehaz'áanii bitsiládei bee da'íníshígíí binahji' ályaaígíí baa náháshne' dooleeł.	**EBPO3.** I will describe the purpose of each department. Naanish bił nahaz'ąągóó ał'aan át'éego bee da'íníshígíí éí baa hashne' dooleeł.
EBPO2. I will design a timeline of historical events in the making of the Executive Branch. Diné bibeehaz'áanii bitsiládei bee da'íníshígíí binahji' ályaaígíí ałkéé' nideeshnił.	**EBPO4.** I will create and present the responsibilities of at least one department program. Bee haz'áanii bił oonishjí ałts'ánđaasdzooyígíí éí bee na'nishtin dooleeł.
LBPO1. I will examine and summarize the duties of the Four Standing Committees. Díi'go Nahat'á Bibeehaz'áanii binaanishígíí naashkaah dooleeł.	**LBPO3.** I will present the responsibilities of the Four Standing Committees. Díi'go Nahat'á Bibeehaz'áanii bik'ehgo da'íníshígíí bee na'nishtin dooleeł.
LBPO2. I will analyze and present the rules of the Four Standing Committees. Díi'go Nahat'á Bibeehaz'áanii bee oonishígíí naashkaah dóó naabik'íyáshti' dooleeł.	**LBPO4.** I will critique the roles and responsibilities of the Four Standing Committees. Díi'go Nahat'á Bibeehaz'áanii bik'ehgo da'íníshígíí naashkaahgo áásh łíił dooleeł.
JBPO1. I will use K'é to demonstrate understanding of resolution. K'é bee ałk'izhdiitiih dóó bee k'éehooldooh bee nideeshnish.	**JBPO3.** I will identify the rules of a court system. Nihwiit'ahjí bee haz'áanii binaanish ałkéé' sinilígíí éí shił béehózin dooleeł.
JBPO2. I will present the judicial branch organizational structure. Nihwiit'aahjí bee haz'áanii shił nilíigo bee na'nishtin dooleeł.	**JBPO4.** I will demonstrate the roles and responsibilities of the family and peacemaking courts. Hooghan Haz'ánijí bihwéeldi dóó Hózhóójí Nahat'á binaanish ádeeshłíił dóó baa náháshne' dooleeł.
SBPO1. I will examine the qualifications of the different types of emergency personnel. Ha'ídéest'íjíi na'anish adoodleełígíí shił béehózin dooleeł.	**SBPO3.** I will observe and prepare for an emergency situation. Łahgo anáhóót'i' hazlii'go háásidígíí binahji' hasht'e' ádi'deeshníił.
SBPO2. I will assess the different types of emergencies and assist accordingly. Ánáhóót'i' ał'aan adaat'é'hígíí shił béehózingo bee adeeshwoł.	**SBPO4.** I will demonstrate responsible skills of an emergency procedure. T'áá shí ánísht'éego anáhoot'i' adídíínísht'i'go ła'deeshłíił.
Eleventh Grade	**Twelfth Grade**
Concept 2: I will identify my life goals. Diyin Dine'é Bits'ąądęę' Beehaz'áanii – Diné Customary Law: Diyin Dine'é bits'ąądęę' beehaz'áanii náásgóó iiná bee ánísht'ée dooleełígíí bóhoosh'ááh.	

PO1. I will apply the Diné fundamental principles in my daily living. T'áá shí ánísht'éego Diné bina'nitin bik'ehgo yisháał dooleeł.	**PO3.** I will research various traditional foods to improve my physical health. Nihich'iiyą' ats'íís bá yá'ádaat'éhgíí naashkaahgo baa náháshne' dooleeł.
PO2. I will cultivate my mental well-being through self-direction. Na'ák'íyáshti' bee shinitsékees bidziilgo á'díshnééh.	**PO4.** I will research the Navajo clan system to maintain the sacredness of kinship. Ádóone'é nishłínígíí shił nilíigo naashkaahgo binahji' k'é dishníi dooleeł.
Eleventh Grade	**Twelfth Grade**
Concept 3: I will identify the process and importance of time. Nahasdzáán dóó Yádiłhił Bits'ąądęę' Beehaz'áanii – Diné Natural Law: Hoolzhish baa hane'ígíí shił bééhózin dóó baa náháshne' dooleeł.	
PO1. I will demonstrate the various responsibilities at the appropriate time of day. Tł'éégo dóó jíigo hoolzhishígíí bik'ehgo bee na'nishtin dooleeł.	**PO3.** I will research natural resources on Navajo land. Nahasdzáán biyi' dóó bikáá' hólónígíí naashkaah dóó baa náháshne' dooleeł.
PO2. I will develop and organize daily plans with a life purpose. Hoolzhish bił hahodít'éhígíí binahash'áago bóhoneedzą́ągo ááshłíił dooleeł.	**PO4.** I will research the different types of wildlife and insects on Navajo land. Diné bikéyah bikáá'góó naaldlooshii dóó naat'agii dóó ch'osh ał'aan ádaatéhígíí naashkaah dooleeł.
Eleventh Grade	**Twelfth Grade**
Concept 4: - I will analyze the appropriate life skills to become self-sufficient. Diyin Nihokáá Dine'é Bi Beehaz'áanii – Diné Common Law:Diyin Dine'é bits'ąądęę' beehaz'áanii naashkaahgo binahji' she'iina' (shina'nitin, she'ó'ool'į' dóó she'oodlą') baa ákodínéesiił.	
PO1. I will incorporate my family values to become self-sufficient. Shighan haz'ąądóó shee'ó'ool'iił shił nilíigo bee iiná ádeeshłíił.	**PO3.** I will analyze the attributes of a trustworthy person. A'ahódlí óolyéhígíí nideeshkah.
PO2. I will research how clans played a role in community and economic development. Shighan haz'ąądóó shik'éí yee iiná ádeeł'ínęę nideeshkah.	**PO4.** I will evaluate self-assured leaders. Hódzą' bee adoodleełígíí naashkaah dooleeł.

Diné History Standards

Ninth Grade	Tenth Grade
Concept 1: Nihidine'é nát'ą́ą́' baa náháne'go, nihe'é'ool'ı́ı́ł dóó nihizaad bee hadahodiidzaayígíí baa ákonisin dooleeł. I will present how Diné people and events have influenced the development of Diné communities and culture to the present day.	
PO1. I will research the First People and their influences on our current governance and family relationship. Áłtsé Dine'é kéédahat'ı́ı́dą́ą́' be'iina' siláagi bił hahodít'é yę́ę́ dííjı́ı́di t'ahdii bee ániit'éegi naashkaah dooleel.	**PO3.** I will research and analyze the Diné historical events. Nahdę́ę́' ádahoodzaayígíí bina'ídíshkid dóó ninashkaahgo ałkéé' honí'ą́ago baa náháshne' dooleeł.
PO2. I will research Diné leaders' accomplishments and impacts on Diné history. Nihinaat'áanii nihaa atídáát'ı́ı́dgo binahjı́' ch'ídabi'dit'áhígíí naashkaahgo baa náháshne' dooleeł.	**PO4.** I will research and analyze changes in cultural practices. Dinék'ehgo áda'al'ínígíí łahgo ádaadzaayígíí naashkaahgo baa náháshne' dooleeł.
Ninth Grade	**Tenth Grade**
Concept 2: I will make connections between my culture, sacred sites and historical events. Nihe'é'ool'ı́ı́ł, dahodiyingo nahaz'ą́ą́góó dóó nihikéyah bikáá'góó ádahóót'ı́ı́dígíí shił béehózin dooleeł.	
PO1. I will research the link between Athabascan and Diné people. Diné Nááhódlóonii dóó nihidine'é dah yikahígíí naashkaah dooleeł.	**PO3.** I will compare and contrast symbols of Arizona, Utah, New Mexico, Colorado and the Navajo Nation flags and seals. Diné bikéyah bikáá'góó dóó binaagóó dah naat'a'í dóó bee 'í'diidlííd chódao'ínígíí ahą́ą́h naashnil dooleeł. (Hoozdo, Áshı́ı́h Bito', Yootó, Dibé Nitsaa)
PO2. I will demonstrate knowledge of traditional Rites of Passage. Dinék'ehgo áłchíní nilzéegi na'nitin nihá niilyáhígíí shił béehózin dooleeł.	**PO4.** I will apply kinship by using the appropriate teachings. Ádóone'é nishłínígíí binahjı́' na'nitin dóó hane' bídaháazláhígíí bee íishjání ádííníszin dooleeł.
Ninth Grade	**Tenth Grade**
Concept 3: I will analyze and interpret major historical events of Diné and neighboring tribes. Diné an Nihinaagóó bitsı́' yishtłizhii kéédahat'ínígíí dóó shidine'é bahane' ahą́ą́h naashnilgo baa hashne' dooleeł.	
PO1. I will interview and research historical homelands. Diné bikéyah hane' bidadiit'i'ígíí ła' bína'ídíshkidgo naashkaah dooleeł.	**PO3.** I will research and analyze the Treaty of 1868. Hwééldigóó yisnááh ádaho'diilyaa yę́ę́dą́ą́' naaltsoos bee ałghada'deet'ą́ago bee Diné biwááshindoon hazlı́ı́'ígíí naashkaah dooleeł.
PO2. I will research how American government affected the Diné way of life and that of surrounding tribes. Wááshindoon hodeezlı́ı́'dą́ą́' nihe'é'ool'ı́ı́ł dóó nihinaagóó bitsı́' yishtłizhii be'iina' ał'ą́ą́ ádzaayígíí naashkaah dooleeł.	**PO4.** I will interview and research stories of Diné soldiers. Diné nidaazbaa'ígíí baa hane' bína'ídíshkid dóó naashkaah dooleeł.

Ninth Grade	Tenth Grade
Concept 4: I will understand the integrity of my culture, language and values that are protected and maintained. Nihina'nitin, nihe'é'ool'ii̯ł dóó nihizaad nidaasya'igíí náásgóó yilyéłígíí shił bééhózin dooleeł.	
PO1. I will identify and apply culturally appropriate uses of places and time. Dinék'ehgo na'azheeh dóó k'éé'dílyééh ádaat'éii bínida'niltinígíí baa ákonisin dooleeł.	**PO3.** I will interview and research the reasons for changes in living environments. (Home and Community) Hooghan haz'ánídóó níléí k'ee'aan nahaz'ą́ą́ji̯' hadahodiidzaaígíí bina'idishkidgo naashkaah dooleeł.
PO2. I will present a timeline that reflects parallel historical events from across the globe and Diné Nation history. Nahasdzáán t'áá si'ą́ą́ nít'éé' dóó Dinéjí nákéé' náháne' ałhą́ą́h naashnilgo naaltsoos bee hadideeshłíił.	**PO4.** I will research the purpose of events in a historical timeline. Hodeeyáádą́ą́' dóó dííshji̯i̯ji̯' biniinaa ádahóót'i̯i̯dígíí ła' baa náháshne'dooleeł.

Deconstruction of 9th-12th Diné Government Standards

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
	EXECUTIVE BRANCH				
S1C1. I will apply the Diné traditional law by formulating ideas. S1C1. Diyin bits'ąądęę' bibeehaz'áanii choosh'ii dooleeł.	EBPO1. I will analyze the duties of the executive branch and its relationship to the state government.	I will analyze the duties of the executive branch and its relationship to the state government.	Recognize Infer Implement Compare Critique Make	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	appropriations, delegation, ethics, executive, fiduciary
	EBPO1. Diné bibeehaz'áanii bitsiládei bee da'íníshígíí binahji' ályaaígíí baa náháshne' dooleeł.	Diné bibeehaz'áanii bitsiládei bee da'íníshígíí binahji' ályaaígíí baa náháshne' dooleeł.	Yééhósin doo Yik'idiitánigi at'éego yaanahálne Ałheełt'éhigíí ałhąąh neinil doo Ákót'éélá nízin doo Ídoolíił	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	EBPO2. I will design a timeline of historical events in the making of the Executive Branch.	I will design a timeline of historical events in the making of the Executive Branch.	Recognize Infer Implement Compare Critique Make	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	appropriations, delegation, ethics, executive, fiduciary
	LEGISLATIVE BRANCH				
S1C1. I will apply the Diné traditional law by formulating ideas S1C1. Diyin Bits'ą́ą́dę́ę́' bibeehaz'áanii choosh'į́į dooleeł	LBPO1. I will examine and summarize the duties of the Four Standing Committees.	I will examine and summarize the duties of the Four Standing Committees.	List Classify Use Deconstruct Critique Produce	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	bicameral, constituents, political parties, reapportionment, resolution, Speaker of the Council, unicameral, veto

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	LBPO1. Dį́į'go Nahat'á Bibeehaz'áanii binaanishígíí naashkaah dooleeł.	Dį́į'go Nahat'á Bibeehaz'áanii binaanishígíí naashkaah dooleeł.	Dayóhzíi doo Ał'ą̨ą̨ndeijaah doo Yee'dinitáago choyooł'į́į doo Ałst'ádeinil dóó ahídéét'ígíí neiłkaah doo Yee yeinít'į́į doo Ídoolííł	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	
	LBPO2. I will analyze and present the rules of the Four Standing Committees.	I will analyze and present the rules of the Four Standing Committees.	List Classify Use Deconstruct Critique Produce	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	constituents, political parties, reapportionment, resolution, Speaker of the Council, unicameral, veto

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	LBPO2. Dı̨į'go Nahat'á Bibeehaz'áanii bee oonishígíí naashkaah dóó naabik'íyáshti' dooleeł.	Dı̨į'go Nahat'á Bibeehaz'áanii bee oonishígíí naashkaah dóó naabik'íyáshti' dooleeł.	Dayóhzíi doo Ał'ą́ą́ndeijaah doo Yee'dinitáago choyooł'įį doo Ałst'ádeinil dóó Ahídééť'ígíí neiłkaah doo Yee yeinít'įį doo Ídoolííł	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	
	JUDICIAL BRANCH				
S1C1. I will apply the Diné traditional law by formulating ideas. S1C1. Diyin Bits'ą́ą́dę́ę́' bibeehaz'áanii choosh'įį dooleeł.	JBPO1. I will use K'é to demonstrate understanding of resolution.	I will use K'é to demonstrate understanding of resolution.	List Summarize Implement Deconstruct Experiment Invent	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	adjudicate, adversarial system, alternative dispute, resolution, comity, common law, Courts of Indian, offenses, judicial, lay advocates, Major Crimes Act, peacemaker court

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	JBPO1. K'é bee ałk'izhdiitįih dóó bee k'ééhooldǫǫh bee nideeshnish.	K'é bee ałk'izhdiitįih dóó bee k'ééhooldǫǫh bee nideeshnish.	Dayózhíi doo Nát'ąą' yaanáhálne'doo Yee áyoolíił doo Ałts'á deinil dóó ahídééť'i'ígíí neiłkaah doo Nayínįtaah doo Yik'eh áhá'ééh doo		
	JBPO2. I will present the judicial branch organizational structure.	I will present the judicial branch organizational structure.	List Summarize Implement Deconstruct Experiment Invent	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	adjudicate, adversarial system, alternative dispute, resolution, comity, common law, Courts of Indian, offenses, judicial, lay advocates, Major Crimes Act, peacemaker courts
	JBPO2. Nihwiit'aahjí bee haz'áanii shił nilíigo bee na'nishtin dooleeł.	Nihwiit'aahjí bee haz'áanii shił nilíigo bee na'nishtin dooleeł.	Dayózhíi doo Nát'ąą' yaanáhálne'doo Yee áyoolíił doo Ałts'á deinil dóó ahídééť'i'ígíí neiłkaah doo Nayínįtaah doo Yik'eh áhá'ééh doo	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	SECURITY BRANCH				
S1C1. I will apply the Diné traditional law by formulating ideas. S1C1. Diyin Bits'ą́ą́dę́ę́' bibeehaz'áanii choosh'ı́ı́ dooleeł.	SBPO1. I will examine the qualifications of the different types of emergency personnel.	I will examine the qualifications of the different types of emergency personnel.	Name Classify Use Organize Test Design	Navajo Nation Website	
	SBPO1. Ha'ídéest'ı́ı́jí na'anish adoodleełígíí shił béehózin dooleeł.	Ha'ídéest'ı́ı́jí na'anish adoodleełígíí shił béehózin dooleeł.	Dayózhíi doo Ał'ą́ą́ ndeijaah doo Yee'dinitáago choyooł'ı́ı́ doo Ałkéé' yisnil doo Neiłkaah doo Yik'e áháléeh doo	Navajo Nation Website Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	Naayéé'ji 'Aláají Naayéé'ji Naat'ááh Haskééji Hózhóójí K'é K'éji
	SBPO1. I will assess the different types of emergencies and assist accordingly.	I will assess the different types of emergencies and assist accordingly.	Name Classify Use Organize Test Design	Navajo Nation Website Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	SBPO 2. Ánáhóót'i' ał'aan adaat'é'hígíí shił bééhózingo bee adeeshwoł.	Ánáhóót'i' ał'aan adaat'é'hígíí shił bééhózingo bee adeeshwoł.	Dayózhíi doo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'íį doo Ałkéé' yisnil doo Neiłkaah doo Yik'e áháléeh doo	Navajo Nation Website Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	'Aláaji Hózhóóji Naat'ááh 'Aláaji Naayéé'ji Naat'ááh Hózhóóji Naayéé'ji Atsé Siléí Nitsíhákeesji Naht'á
	CUSTOMARY LAW				
S1C2. I will identify my life goals. S1C2. Diyin Dine'é bits'ąądęę' beehaz'áanii náásgóó iiná bee ánísht'ée dooleełígíí bóhoosh'ááh.	PO1. I will apply the Diné fundamental principles in my daily living.	I will apply the Diné fundamental principles in my daily living.	Carry out Compare Name Devise Detect	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	k'é, holistic, physical, mental, loyalty, integrity
	PO1. T'áá shí ánísht'éego Diné bina'nitin bik'ehgo yisháał dooleeł.	T'áá shí ánísht'éego Diné bina'nitin bik'ehgo yisháał dooleeł.	Yee'dinitáago doo Ałheełt'éhígí ałhąąh neinil doo Dayózhii doo Heideiléeh doo Neiłkaah doo	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	
	PO2. I will cultivate my mental well-being through self-direction.	I will cultivate my mental well-being through self-direction.	Carry out Compare Name Devise Detect	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	moral, preserve, assure, enhance, promote

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	PO2. Na'ák'íyáshti' bee shinitsékees bidziilgo á'díshnééh.	Na'ák'íyáshti' bee shinitsékees bidziilgo á'díshnééh.	Yee'dinitáago doo Ałheełt'éhígí ałhąąh neinil doo Dayózhii doo Heideiléeh doo Neiłkaah doo	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	
	NATURAL LAW				
S1C3. I will identify the process and importance of time. S1C3. Hoolzhish baa hane'ígíí shił bééhózin dóó baa náháshne' dooleeł.	PO1. I will demonstrate the various responsibilities at the appropriate time of day.	I will demonstrate the various responsibilities at the appropriate time of day.	Identify Classify Use Organize Check Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	Sisnaajini, Tsoodzil, Dook'o'oosliid, Dibe Nitsaa, reserve, assurance, preserve, ensure
	PO1. Tł'éégo dóó jíigo hoolzhishígíí bik'ehgo bee na'nishtin dooleeł.	Tł'éégo dóó jíigo hoolzhishígíí bik'ehgo bee na'nishtin dooleeł.	Yik'idadiilniihgo yitaa da'ózhíi doo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'ii doo Ałkéé' yisnil doo Neiłkaah doo Íidoolíił	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	

	PO2. I will develop and organize daily plans with a life purpose.	I will develop and organize daily plans with a life purpose.	Identify Classify Use Organize Check Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	faith, harmony, land, natural beauty, ancestor environmental, livestock, animals
	PO2. Hoolzhish bił hahodít'éhígíí binahash'áago bóhoneedzą́ągo ááshłíił dooleeł.	Hoolzhish bił hahodít'éhígíí binahash'áago bóhoneedzą́ągo ááshłíił dooleeł.	Yik'idadiilniihgo yitaa da'ózhíi doo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'į́į doo Ałkéé' yisnil doo Neiłkaah doo Íidoolííł	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	
	COMMON LAW				
S1C4. I will analyze the appropriate life skills to become self-sufficient. S1C4. Diyin Dine'é bits'ą́ą́dę́ę́' beehaz'áanii naashkaahgo binahjį' she'iina' (shina'nitin, she'ó'ool'į' dóó she'oodlą') baa ákodínéesįįł.	PO1. I will incorporate my family values to become self-sufficient.	I will incorporate my family values to become self-sufficient.	Identify Classify Use Outline Critique Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	motivational, promotional, sophisticated, harness, utilize, self-assurance, self-reliance
	PO1. Shighan haz'ą́ą́dóó shee'ó'ool'įįł shił nilį́įgo bee iiná ádeeshłííł.	Shighan haz'ą́ą́dóó shee'ó'ool'įįł shił nilį́įgo bee iiná ádeeshłííł.	Yik'idadiilniihgo yitaa da'ózhíidoo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'į́į doo Yinaha'áa doo Neiłkaah doo Íídoolííł	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	

Eleventh Diné Government Unwrapped Standards
Timeline: Quarter 1-4

	PO2. I will research how clans played a role in community and economic development.	I will research how clans played a role in community and economic development.	Identify Classify Use Outline Critique Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	business, economy, operation, social, life, healthy, policies
	PO2. Shighan haz'ą́ą́dóó shik'éí yee iiná ádeeł'ínę́ę nideeshkah.	Shighan haz'ą́ą́dóó shik'éí yee iiná ádeeł'ínę́ę nideeshkah.	Yik'idadiilniihgo yitaa da'ózhíidoo Ał'ą́ą́ ndeijaah doo Yee'dinitáago choyooł'į doo Yinaha'áa doo Neiłkaah doo Íídoolíił	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	

Twelfth Diné Government Unwrapped Standards
Timeline: Quarters 1-4

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
	EXECUTIVE BRANCH				
S1C1. I will apply the Diné traditional law by formulating ideas. S1C1. Diyin bits'ą́ą́dę́ę́' bibeehaz'áanii choosh'ı́ı́ dooleeł.	EBPO3. I will describe the purpose of each department.	I will describe the purpose of each department.	Recognize Infer Implement Compare Critique Make	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	appropriations, delegation, ethics, executive, fiduciary
	EBPO3. Naanish bił nahaz'ą́ą́góó ał'aan át'éego bee da'íníshígíí éí baa hashne' dooleeł.	Naanish bił nahaz'ą́ą́góó ał'aan át'éego bee da'íníshígíí éí baa hashne' dooleeł.	Yééhósin doo Yik'idiitánigi at'éego yaanahálne Ałheełt'éhigíí ałhąąh neinil doo Ákót'ééłá nízin doo Ídoolíił	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	appropriations, delegation ethics, executive, fiduciary

Twelfth Diné Government Unwrapped Standards
Timeline: Quarters 1-4

	EBPO4. I will create and present the responsibilities of at least one department program.	I will create and present the responsibilities of at least one department program.	Recognize Inferring Implement Compare Critique Make	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	appropriations, delegation ethics, executive, fiduciary
	EBPO4. Bee haz'áanii bił oonishjí ałts'áńdaasdzooyígíí éí bee na'nishtin dooleeł.	Bee haz'áanii bił oonishjí ałts'áńdaasdzooyígíí éí bee na'nishtin dooleeł.	Yééhósin doo Yik'idiitánigi at'éego yaanahálne Ałheełt'éhigíí ałhąąh neinil doo Ákót'éélá nízin doo Ídoolíił	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	appropriations, delegation ethics, executive, fiduciary
	LEGISLATIVE BRANCH				

Twelfth Diné Government Unwrapped Standards
Timeline: Quarters 1-4

S1C1. I will apply the Diné traditional law by formulating ideas. S1C1. Diyin Bits'ąądęę' bibeehaz'áanii choosh'ii dooleeł.	LBPO3. I will present the responsibilities of the Four Standing Committees.	I will present the responsibilities of the Four Standing Committees.	List Classify Use Deconstruct Critique Produce	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	bicameral, constituents, political parties, reapportionment, resolution, Speaker of the Council, unicameral, veto
	LBPO3. Díi'go Nahat'á Bibeehaz'áanii bik'ehgo da'íníshígíí bee na'nishtin dooleeł.	Díi'go Nahat'á Bibeehaz'áanii bik'ehgo da'íníshígíí bee na'nishtin dooleeł.	Dayóhzíi doo Ał'ąądeijaah doo Yee'dinitáago choyooł'íi doo Ałst'ádeinil dóó ahídééť'ígíí neiłkaah doo Yee yeinít'ii doo Ídoolííł	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	constituents, political parties, reapportionment, resolution, Speaker of the Council, unicameral, veto
	LBPO4. I will critique the roles and responsibilities of the Four Standing Committees.	I will critique the roles and responsibilities of the Four Standing Committees.	List Classify Use Deconstruct Critique Produce	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	constituents, political parties, reapportionment, resolution, Speaker of the Council, unicameral, veto

Twelfth Diné Government Unwrapped Standards
Timeline: Quarters 1-4

	LBPO4. Dį́į'go Nahat'á Bibeehaz'áanii bik'ehgo da'íníshígíí naashkaahgo ááshłíił dooleeł.	Dį́į'go Nahat'á Bibeehaz'áanii bik'ehgo da'íníshígíí naashkaahgo ááshłíił dooleeł.	Dayóhzíi doo Ał'ą̨ą̨ndeijaah doo Yee'dinitáago choyooł'į́į doo Ałts'ádeinil dóó ahídéét'ígíí neiłkaah doo Yee yeinít'į́į doo Ídoolííł	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	constituents, political parties, reapportionment, resolution, Speaker of the Council, unicameral, veto
	JUDICIAL RANCH				
S1C1. I will apply the Diné traditional law by formulating ideas S1C1. Diyin Bits'ą́ą́dę́ę́' bibeehaz'áanii choosh'į́į dooleeł	JDPO3. I will identify the rules of a court system.	I will identify the rules of a court system	List Summarize Implement Deconstruct Experiment Invent	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	adjudicate, adversarial system, alternative dispute, resolution, comity, common law, Courts of Indian Offenses, judicial, lay advocates, Major Crimes Act, peacemaker courts

Twelfth Diné Government Unwrapped Standards
Timeline: Quarters 1-4

	JDPO3. Nihwiit'ahjí bee haz'áanii binaanish ałkéé' sinilígíí éí shił bééhózin dooleeł.	Nihwiit'ahjí bee haz'áanii binaanish ałkéé' sinilígíí éí shił bééhózin dooleeł.	Dayózhíi doo Nát'ąą' yaanáhálne'doo Yee áyoolíił doo Ałts'á deinil dóó ahídééť'i'ígíí neiłkaah doo Nayíníitaah doo Yik'eh áhá'ééh doo	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	adjudicate, adversarial system, alternative dispute, resolution, comity, common law, Courts of Indian Offenses, judicial, lay advocates, Major Crimes Act, peacemaker courts
	JDPO4. I will demonstrate the roles and responsibilities of the family and peacemaking courts.	I will demonstrate the roles and responsibilities of the family and peacemaking courts.	List Summarize Implement Deconstruct Experiment Invent	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	adjudicate, adversarial system, alternative dispute, resolution, comity, common law, Courts of Indian Offenses, judicial, lay advocates, Major Crimes Act, peacemaker courts
	JDPO4. Hooghan Haz'áníjí bihwééldi dóó Hózhǫǫjí Nahat'á binaanish ádeeshłíił dóó baa náháshne' dooleeł.	Hooghan Haz'áníjí bihwééldi dóó Hózhǫǫjí Nahat'á binaanish ádeeshłíił dóó baa náháshne' dooleeł.	Dayózhíi doo Nát'ąą' yaanáhálne'doo Yee áyoolíił doo Ałts'á deinil dóó ahídééť'i'ígíí neiłkaah doo Nayíníitaah doo Yik'eh áhá'ééh doo	Wilkins, David E. The Navajo Political Experience. Rowman & Littlefield. Brown, Dee. Bury My Heart At Wounded Knee. New York: Holt, Rinehart & Winston. Office of Navajo Government. Navajo Nation Government, Window Rock, AZ.	adjudicate, adversarial system, alternative dispute, resolution, comity, common law, Courts of Indian Offenses, judicial, lay advocates, Major Crimes Act, peacemaker courts

Twelfth Diné Government Unwrapped Standards
Timeline: Quarters 1-4

	SECURITY BRANCH				
S1C1. I will apply the Diné traditional law by formulating ideas S1C1. Diyin Bits'ąądęę' bibeehaz'áanii choosh'ii dooleeł	SBPO3. I will observe and prepare for an emergency situation.	I will observe and prepare for an emergency situation.	Name Classify Use Organize Test Design	Navajo Nation Website Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	
	SBPO3. Łahgo anáhóót'i' hazlii'go háásidígíí binahji' hasht'e' ádi'deeshníił.	Łahgo anáhóót'i' hazlii'go háásidígíí binahji' hasht'e' ádi'deeshníił.	Dayózhii doo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'ii doo Ałkéé' yisnil doo Neiłkaah doo Yik'e áháléeh doo		Naayéé'ji, 'Aláaji Naayéé'ji, Naat'ááh, Haskééji, Hózhóójí K'é, K'éji
	SBPO4. I will demonstrate responsible skills of an emergency procedure.	I will demonstrate responsible skills of an emergency procedure.	Name Classify Use Organize Test Design	Navajo Nation Website Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	
	SBPO4. T'áá shí ánísht'éego anáhoot'i' adídíínísht'i'go ła'deeshłíił.	T'áá shí ánísht'éego anáhoot'i' adídíínísht'i'go ła'deeshłíił.	Dayózhii doo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'ii doo Ałkéé' yisnil doo Neiłkaah doo Yik'e áháléeh doo		'Aláaji Hózhóóji Naat'ááh, 'Aláaji Naayéé'ji Naat'ááh, Hózhóóji, Naayéé'ji, Atsé Siléí Nitsíhákeesji Naht'á
	CUSTOMARY LAW				
S1C2. I will identify my life goals. S1C2. Diyin Dine'é bits'ąądęę' beehaz'áanii náásgóó iiná bee ánísht'ée	CUPO3. I will research various traditional foods to improve my physical health.	I will research various traditional foods to improve my physical health.	Carry Out Compare Name Devise Detect	Navajo Nation Website	k'é, holistic, physical, mental, loyalty, integrity

dooleełígíí bóhoosh'ááh.	CUPO3. Nihich'iiyą' ats'íís bá yá'ádaat'éhgíí naashkaahgo baa náháshne' dooleeł.	Nihich'iiyą' ats'íís bá yá'ádaat'éhgíí naashkaahgo baa náháshne' dooleeł.	Yee'dinitáago doo Ałheełt'éhígí ałhąąh neinil doo Dayózhii doo Heideiléeh doo Neiłkaah doo		
	CUPO4. I will research the Navajo clan system to maintain the sacredness of kinship.	I will research the Navajo clan system to maintain the sacredness of kinship.	Carry Out Compare Name Devise Detect	Navajo Nation Website	moral, preserve, assure, enhance, promote
	CUPO4. Ádóone'é nishłínígíí shił nilíjigo naashkaahgo binahjí' k'é dishníi dooleeł.	Ádóone'é nishłínígíí shił nilíjigo naashkaahgo binahjí' k'é dishníi dooleeł.	Yee'dinitáago doo Ałheełt'éhígí ałhąąh neinil doo Dayózhii doo Heideiléeh doo Neiłkaah doo		
	NATURAL LAW				
S1C3. I will identify the process and importance of time. S1C3. Hoolzhish baa hane'ígíí shił bééhózin dóó baa náháshne' dooleeł. S1C4. I will analyze the appropriate life skills to become self- sufficient. S1C4. Diyin Dine'é	NLPO3. I will research natural resources on Navajo land.	I will research natural resources on Navajo land.	Identify Classify Use Organize Check Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	Sisnaajini, Tsoodzil, Dook'o'oosliid, Dibe Nitsaa reserve, assurance, preserve, ensure

bits'ą́ą́dę́ę́' beehaz'áanii naaskáago binahji' she'iina' (shina'nitin, she'ó'ool'ı́ı́ł dóó she'oodlą') baa ákodínéesı́ı́ł.	NLPO3. Nahasdzáán biyi' dóó bikáá' hólónígíí naashkaah dóó baa náháshne' dooleeł.	Nahasdzáán biyi' dóó bikáá' hólónígíí naashkaah dóó baa náháshne' dooleeł.	Yik'idadiilniihgo yitaa da'ózhíi doo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'ı́ı́ doo Ałkéé' yisnil doo Neiłkaah doo Ídoolíił		Sisnaajini, Tsoodzil, Dook'o'oosliid, Dibe Nitsaa
	NLPO4. I will research the different types of wildlife and insects on Navajo land.	I will research the different types of wildlife and insects on Navajo land.	Identify Classify Use Organize Check Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	faith, harmony, land, natural beauty, ancestor, environmental, livestock, animals
	NLPO4. Diné bikéyah bikáá'góó naaldlooshii dóó naat'agii dóó ch'osh ał'aan ádaatéhígíí naashkaah dooleeł.	Diné bikéyah bikáá'góó naaldlooshii dóó naat'agii dóó ch'osh ał'aan ádaatéhígíí naashkaah dooleeł.	Yik'idadiilniihgo yitaa da'ózhíi doo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'ı́ı́ doo Ałkéé' yisnil doo Neiłkaah doo Ídoolíił		
	COMMON LAW				

Twelfth Diné Government Unwrapped Standards
Timeline: Quarters 1-4

S1C4. I will analyze the appropriate life skills to become self-sufficient. S1C1C1. Diyin Dine'é bits'ą́ą́dę́ę́'beehaz'áanii S1C4: Diyin Dine'é bits'ą́ą́dę́ę́' beehaz'áanii naashkaahgo binahjį' she'iina' (shina'nitin, she'ó'ool'į' dóó she'oodlą') baa ákodínéesįłł.	COPO3. I will analyze the attributes of a trustworthy person.	I will analyze the attributes of a trustworthy person.	Identify Classify Use Outline Critique Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	motivational, promotional, sophisticated, harness, utilize, self-assurance, self-reliance
	COPO3. A'ahódlí óolyéhígíí nideeshkah.	A'ahódlí óolyéhígíí nideeshkah.	Yik'idadiilniihgo yitaa da'ózhíidoo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'ı́ı doo Yinaha'áa doo Neiłkaah doo Íídoolííł		
	COPO4. I will evaluate self-assured leaders.	I will evaluate self-assured leaders.	Identify Classify Use Outline Critique Produce	Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	business, economy, operation, social, life, healthy, policies
	COPO4. Hódzą' bee adoodleełígíí naashkaah dooleeł.	Hódzą' bee adoodleełígíí naashkaah dooleeł.	Yik'idadiilniihgo yitaa da'ózhíidoo Ał'ąą ndeijaah doo Yee'dinitáago choyooł'ı́ı doo Yinaha'áa doo Neiłkaah doo Íídoolííł		

11th-12th Diné Government Content Map

11th & 12th Grade Diné Government Pacing Guide

Quarter 1	Quarter 2	Quarter 3	Quarter 4
C4COLPO2 C4COLPO1 INTRO. (2 WEEKS)	C4CULPO1 CHAPTER 4 (3 WEEKS)	C1LBPO2 C1LBPO4 CHAPTER 6 (2 WEEKS)	DGC4CULPO4 CHAPTER 10 (2 WEEKS)
C1EBPO2 C1JBPO1 CHAPTER 1 (2 WEEKS)	C1LBPO1 C1EBPO3 CHAPTER 5 (3 WEEKS)	C1EBPO4 C2CULPO3 CHAPTER 7 (2 WEEKS)	DGC1LBPO1 CHAPTER 11 (2 WEEKS)
C1EBPO1 C1EPPO2 CHAPTER 2 (2 WEEKS)	C1SBPO1 Security Branch UNIT PLAN (2 WEEKS)	C1JBPO2 C1JBPO3 C1JBPO4 CHATPER 8 (2 WEEKS)	DGC4COLPO4 CHAPTER 12 (2 WEEKS)
C2CULPO2 C3NLPO2 CHAPTER 3 (2 WEEKS)		C3NLPO1 C4COLPO3 CHAPTER 9 (2 WEEKS)	DGC3NLPO4 CHAPTER 13 (2 WEEKS)
REVIEW/TEST (1 WEEK)	REVIEW/TEST (1 WEEK)	REVIEW/TEST (1 WEEK)	REVIEW/TEST (1 WEEK)

Grades 11th-12th Diné Government Content Map

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Quarter 1	Introduction	What is Navajo Land Base? Allotment, economic situation and reservation agencies Navajo people values language and culture Sovereignty	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical. Demonstrate understanding of findings. Seek reasons and causes. Research similar history, world and indigenous people.	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 23-30.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation website	DGCOLPO2 DGCOLPO1 NMSC3.9-12B.3C11 AZS3C2.PO10 UT6210-0301C CCRH.11-12.8

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	

Grades 11th-12th Diné Government Content Map

Quarter 1 Chapter 1	A Nation within a Nation	Cultural side of Navajo national identity Political side of Navajo identity Distinctive Tribal-Federal relationship Tribal-State relations	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical. Demonstrate understanding of resolution of K'é. Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 3-36.	The Navajo Nation Government.	Curriculum Guide for Diné Government, Grades 9-12.	DGEBPO2 DGJBPO1 NMCS9-12.3-A AZS3C2.PO10 UTS6210-0301 CCRH.11.-12.3

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	
Quarter 1 Chapter 2	Governmental Structure: Its form and function	What are politics and political science? Ideology within American Politics Three Principals functions of government Division of governing functions	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national and international structures using Venn diagram. Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 37-52.	The Navajo Nation Government.	Curriculum Guide for Diné Government, Grades 9-12. The Navajo Treaty 1868.	DGEBPO1 DGEBPO2 NMSC9-12.3-A AZS3C2PO9 UTS6210-0104 RH.11-12.1

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm
C: Bury My Heart at Wounded Knee by Dee Brown

Grades 11th-12th Diné Government Content Map

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Quarter 2 Chapter 3	Federal Indian Policy: An Historical Overview	Removal Relocation Reservation Allotment and Assimilation Reorganization and limited tribal self-rule Self-determination and self-governance	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national and international structures using Venn diagram. Video/Media Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 53 – 64.	The Navajo Nation Government. Worksheet on "Bury My Heart at Wounded Knee" On line questions with film.	Curriculum Guide for Diné Government, Grades 9-12. Film "Broken Rainbow" The Navajo Treaty 1868.	DGCLPO2 DGNLPO2 NMSC9-12.3-C AZS3C2PO10 UT6210-0101 CCRH.11-12.3 CCRH.11-12.6

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm
C: Bury my heart at Wounded Knee by Dee Brown D: Navajo Nation Government website: http://www.navajo-nsn.gov/

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	

Grades 11th-12th Diné Government Content Map

Quarter 2 Chapter 4	Navajo National Government: An Historical Overview	Diné traditional government Governmental change Local Government Tribal Reorganization Title II Amendments 1989 to present	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram. Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience pg. 67 – 97.	The Navajo Nation Government. The Navajo Treaty 1968.	Curriculum Guide for Diné Government, Grades 9-12. Robert Johnson, Cultural Consultant The Navajo Treaty 1868.	DGC0LPO1 NMSC9-12B.3-C AZS3C2PO9 UT6210-0201 CCRH.11-12.3

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm
C: Navajo Nation Government website: http://www.navajo-nsn.gov/

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Quarter 2 Chapter 5	Frame work of Navajo Government	Navajo Nation Code: Principles & Authority Why Is there a Code and not a Constitution? Limits to power Government reform	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram. Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 101-112.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation Website The Navajo Treaty 1868.	DGLBPO1 DGEBPO3 NMSC9-12B3-A AZS3C2PO9 UT6210-0302 CCRH11.-12.2

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Grades 11th-12th Diné Government Content Map

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plan			Standards
					Core	Supplement	Intervention	
Quarter 3 Chapter 6	Navajo Nation Legislature	What is legislature? Council and its Delegates Committees Resolution becomes a law Influencing Navajo lawmakers Reapportion-ment	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram. Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 115-127.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation Website New Mexico Government website Arizona Government website Utah Government website	DGLBPO2 DGLBPO4 NMSB.9-12B.3-A AZS3C2PO5 UT6210-0401 CCRH.11-12.8

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	

Grades 11th-12th Diné Government Content Map

Quarter 3 Chapter 7	Navajo Nation Executive	What is Executive Power? Powers of the Navajo Nation President Presidential Office and activities Vacancies, gifts of property Executive Bureaucracy	Create a power point presentation. Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram. Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 129- 135.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation Government website New Mexico Government website Arizona Government Website	DGEBP04 DGCULPO3 NMSB9-12B.3-C AZ3C2PO6 UT6210-0103 CCRH.11-12.8

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	
Quarter 3 Chapter 8	Navajo Nation Judiciary	Historical Background Court Structure Supreme Court District Courts Family Courts Peacemaker Courts Judicial Appointment	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram. Jigsaw reading	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 137-144.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation Government website New Mexico Government website Arizona Government Website	DGJBPO2 DGJBPO3 DGJBPO4 NMSB9-12B3-C AZS3C2PO7 UT6210-0104 CCRH.11-12.1

Resources: A: The Navajo Long Walk by Lawrence W. Chee B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Grades 11th-12th Diné Government Content Map

C: Navajo Nation Peacemaking, by Marianne O. Nielsen and James W. Zion

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Quarter 4 Chapter 9	Local Governing Jurisdictions	Chapters Townships District Grazing Committees Land boards Irrigation Projects Agency Councils Governmental Expectations	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram.	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 145-156.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation Website	DGNLPO1 DGCOLPO3 NMSB9-12B3-A AZS3C3PO9 UT6210-0302

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	

Grades 11th-12th Diné Government Content Map

Quarter 4 Chapter 10	Interest groups and Diné politics	Outside interest groups Inside interest groups Acting as an interest group Washington Office	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram.	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 161-169.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation Website	DGCULPO4 NMSC9-12B3-D AZS3C4PO5 UT6210-0403B CCRH.11-12.3

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Quarter.4 Chapter 11	Navajo Nation and the media	Role of the Media Media Enterprises Current and modern media or social networking	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national and international structures using Venn diagram.	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 171-176.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12. Navajo Nation Website	DGLBPO1 DGNLPO3 NMSC3.9-12B.3-A5 AZS3C4.PO5 UT6210-0201C CCRH.11-12.8

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	

Grades 11th-12th Diné Government Content Map

Quarter 4 Chapter 12	Dine voting, elections, and campaign finances	Navajo voting Navajo election laws	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national, and international structures using Venn diagram.	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 177-182.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12.	DGCOLPO4 NMSC3.9-12B.3-A3 AZS3.C4.PO3 UT6210-0401B CCRH.11.-12.3

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Primary Resource: The Navajo Political Experience

Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	
Quarter 4 Chapter 13	Diné Policy Portfolio	Navajo-Hopi Land Disputes Gambling Taxation	Create a power point presentation Peer discussion and present findings. Create a timeline of traditions and historical events. Compare and contrast state, national and international structures using Venn diagram.	Pre-test Comprehension Multiple choice test Rubric	The Navajo Political Experience. pg. 185-198.	The Navajo Nation Government.	Curriculum Guide for Diné Government. Grades 9-12.	DGNLPO4 NMSC3.9-12B.3-D.5 AZS3.C4PO3 UT6210-0302C CCRH.11-12.6

Resources: A: The Navajo Long Walk by Lawrence W. Cheek B: Navajo Timeline http://www.lapahie.com/Timeline_USA_1970_Present.cfm

Deconstruction

of

11th-12th Diné History Standards

Ninth Diné History Unwrapped Standards
Timeline: Quarter 1

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C1. I will present how Diné people and events have influenced the development of Diné communities and culture to the present day. S1C1. Nihidine'é nát'ą́ą́' baa náháne'go, nihe'é'ool'į́į́ł dóó nihizaad bee hadahodiidzaayígíí baa ákonisin dooleeł.	PO1. I will research the First People and their influences on our current governance and family relationship.	I will research the First People and their influences on our current governance and family relationship.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum, Window Rock, AZ. Dinétah: Early History of Navajo People Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework, Window Rock, AZ. Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	First people, government, family relationship, dwellings, tools, Gobernador Knob, Largo River, Athabaskans, Canada
	PO1. Áłtsé Dine'é kéédahat'į́į́dą́ą́' be'iina' siláagi bił hahodít'é yę́ę dííjį́į́di t'ahdii bee ániit'éegi naashkaah dooleel.	Áłtsé Dine'é kéédahat'į́į́dą́ą́' be'iina' siláagi bił hahodít'é yę́ę dííjį́į́di t'ahdii bee ániit'éegi naashkaah dooleel.	Wójí Anááł áánííł Hadilnééh/hadadilne'go		Áłtsé Dine'é, First People, government, family relationship, dwellings, tools, Gobernador Knob, Largo River, Athabaskans, Canada

	PO2. I will research Diné leaders' accomplishments and impacts on Diné history.	I will research Diné leaders' accomplishments and impacts on Diné history.	Naming Inferring Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum, Window Rock, AZ. Dinétah: Early History of Navajo People Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework, Window Rock, AZ. Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	Naat'áanii, Chief Manuelito, Narbona, Chee Dodge, Ganado Mucho, Peter McDonald, Peterson Zah, chairman, president, Navajo Nation Council
	PO2. Nihinaat'áanii nihaa atídáát'ı̨dgo binahjı̨' ch'ídabi'dit'áhígíí naashkaahgo baa náháshne' dooleeł.	Nihinaat'áanii nihaa atídáát'ı̨dgo binahjı̨' ch'ídabi'dit'áhígíí naashkaahgo baa náháshne' dooleeł.	Wójí Anáał áániił Hadilnééh/hadadilne 'go		Naat'áanii, Chief Manuelito, Narbona, Chee Dodge, Ganado Mucho, Peter McDonald, Peterson Zah, chairman, president, Navajo Nation Council

Ninth Diné History Unwrapped Standards
Timeline: Quarter 2

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C2. I will make connections between my culture, sacred sites and historical events. S1C2. Nihe'é'ool'ı̨ı̨ł,	PO1. I will research the link between Athabascan and Diné people.	I will research the link between Athabascan and Diné people.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum, Window Rock, AZ.	Athabaskan, Four Corners Plateau, Paleo –Indian, Anasazi, Narbona, migrate, naat'áanii

dahodiyingo nahaz'ąągóó dóó nihikéyah bikáá'góó ádahóót'ịịdígíí shił béehózin dooleeł.				Dinétah: Early History of Navajo People Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework, Window Rock, AZ. Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	
	PO1. Diné Nááhódlóonii dóó nihidine'é dah yikahígíí naashkaah dooleeł.	Diné Nááhódlóonii dóó nihidine'é dah yikahígíí naashkaah dooleeł.	Wójí Naashkaah Anáał áániił Hadilnééh/ hadadilne'go		Athabaskan, Four Corners Plateau, Paleo –Indian, Anasazi, Narbona, migrate, naat'áanii
	PO2. I will demonstrate knowledge of traditional rites of passage.	I will demonstrate knowledge of traditional rites of passage.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum, Window Rock, AZ. Dinétah: Early History of Navajo People	sweat lodge, birth, adolescence, adult, old age, kinaaldá ceremony

				Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework, Window Rock, AZ. Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	
	PO2. Dinék'ehgo áłchíní nilzéegi na'nitin nihá niilyáhígíí shił béehózin dooleeł.	Dinék'ehgo áłchíní nilzéegi na'nitin nihá niilyáhígíí shił béehózin dooleeł.	Wójí Anáał ááníił Hadilnééh/ hadadilne'go		sweat lodge, birth, adolescence, adult, old age, kinaaldá ceremony

Ninth Diné History Unwrapped Standards
Timeline: Quarter 3

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C3. I will analyze and interpret major historical events of Diné and neighboring tribes. S1C3. Nihinaagóó bitsi' yishtłizhii kéédahat'ínígíí dóó shidine'é bahane' ahaah	PO1. I will interview and research historical homelands.	I will interview and research historical homelands.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum, Window Rock, AZ. Dinétah: Early History of	Dinétah, four sacred mountains, first, second, third, fourth worlds, Fort Sumner

naashnilgo baa hashne' dooleeł.				Navajo People Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework, Window Rock, AZ. Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	
	PO1. Diné bikéyah hane' bidadiit'i'ígíí ła' bína'ídíshkidgo naashkaah dooleeł.	Diné bikéyah hane' bidadiit'i'ígíí ła' bína'ídíshkidgo naashkaah dooleeł.	Wójí Anáał áániił Hadilnééh/ hadadilne'go		Dinétah, four sacred mountains, first, second, third, fourth worlds, Fort Sumner
	PO2. I will research how American government affected the Diné way of life and that of surrounding tribes.	I will research how American government affected the Diné way of life and that of surrounding tribes.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum, Window Rock, AZ. Dinétah: Early History of Navajo People Office of Diné Culture, Language and Community Services, Diné Culture and	Manifest Destiny, relocation, removal, IRA, reservation, allotment

				Language Curriculum Framework, Window Rock, AZ. Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	
	PO2. Wááshindoon hodeezlį́į́'dą́ą́' nihe'é'ool'į́į́ł dóó nihinaagóó bitsį' yishtłizhii be'iina' ał'ą́ą́ ádzaayígíí naashkaah dooleeł.	Wááshindoon hodeezlį́į́'dą́ą́' nihe'é'ool'į́į́ł dóó nihinaagóó bitsį' yishtłizhii be'iina' ał'ą́ą́ ádzaayígíí naashkaah dooleeł.	Wójí Anáá́ł áánííł Hadilnééh/ hadadilne'go		Manifest Destiny, relocation, removal, IRA, reservation, allotment

Ninth Diné History Unwrapped Standards
Timeline: Quarter 4

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C4. I will understand the integrity of my culture, language and values that are protected and maintained. S1C4. Nihina'nitin, nihe'é'ool'į́į́ł dóó nihizaad nidaasya'ígíí náásgóó yilyéłígíí shił bééhózin dooleeł.	PO1. I will identify and apply culturally appropriate uses of places and time.	I will identify and apply culturally appropriate uses of places and time.	Name Infer Demonstrate Outline Hypothesize Produce	Diné Culture-Based Curriculum NN Govt. (I, II) Dinétah: Early History of Navajo People Office of Diné Culture, Language and Community Services, Diné Culture and	healing, Protection Way, ceremony, solstice, seasons, male, female

				Language Curriculum Framework, Window Rock, AZ. Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	
	PO1. Dinék'ehgo na'azheeh dóó k'éé'dílyééh ádaat'éii bínida'niltinígíí baa ákonisin dooleeł.	Dinék'ehgo na'azheeh dóó k'éé'dílyééh ádaat'éii bínida'niltinígíí baa ákonisin dooleeł.	Baa ákonisin Wójí Anáał áániił Hadilnééh/ hadadilne'go		healing, Protection Way, ceremony, solstice, seasons, male, female
	PO2. I will present a timeline that reflects parallel historical events from across the globe and Diné Nation history.	I will present a timeline that reflects parallel historical events from across the globe and Diné Nation history.	Name Infer Demonstrate Outline Hypothesize Produce	Diné Culture-Based Curriculum NN Govt. (I, II) Dinétah:Early History of Navajo People Diné Culture and Language Curriculum Framework Foundation of Navajo Culture Office of the Speaker, Navajo Common Law Project, Window Rock, AZ.	migration, early events, religion, culture, leaders, voting, recognition, veterans, chairman, president

				Dept. of Curriculum Materials Development, Navajo History: The Land and the People, CCSD, Shiprock, NM.	
	PO2. Nahasdzáán t'áá si'ą́ą́ nít'éé' dóó Dinéjí nákéé' náháne' ałhąąh naashnilgo naaltsoos bee hadideeshłíił.	Nahasdzáán t'áá si'ą́ą́ nít'éé' dóó Dinéjí nákéé' náháne' ałhąąh naashnilgo naaltsoos bee hadideeshłíił.	Nákéé' náháne' Ałhąąh naashnilgo naaltsoos bee hadideeshłíił Wójí Anáál áníił Hadilnééh/ hadadilne'go		migration, early events, religion, culture, leaders, voting, recognition, veterans, chairman, president

9th-10th Diné History

Content Map

9th Grade – 10th Grade Diné History Pacing Guide

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
DHS1C2PO1,2 3 Weeks	DHS1C1PO3 DHS1C1PO4 3 Weeks	DHS1C1PO2 3 Weeks	DHS1C2PO1 DHS1C4PO2,4,3 DHS1C3PO2 4 Weeks
DHS1C1PO1 DHS1C4PO1 3 WEEKS	DHS1C1PO3 DHS1C1PO3 2 WEEKS	DHS1C2PO3 DHS1C2PO4 DHS1C4PO4 3 WEEKS	

9th & 10th Grade Diné History Content Map

History Primary Resource: Navajo to 1846 & Navajo History the Land and the People by Bill P. Acrey

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
3 weeks	Clans (K'é) Ádóone'é ádlíní'gi	Matrilineal Society 4 clans of individual, Maternal & paternal Clans migration stories Traditional Marriage Puberty Ceremony	Demonstration (charts) Storytelling Family Tree Introduction in Navajo and recognition Pictorials Oral recital	Teacher made assessment Student product Presentation Rubrics Video/tape recorder	Origins of the Diné. pg. 53-58. Diné Culture-Based Curriculum: The First Clansman. pg. 305-320. Navajo Common Law Project. pg. 14-17. Navajo History. Vol. 1: Kinaaldá, A Navajo Puberty ceremony, pg. 9. Diné Culture and Language Curriculum Framework. Unit 12. Navajo History, The Land, The People. Navajo History to 1846.	Internet, Navajo Nation Website Internet, Navajo Nation Website, Lapahie.com Youtube on Avery Denny James Peshlakai song.	Consultants: Robert Johnson, Avery Denny, Roger Begay	DHS1C2 PO1, 2 AZS1C1PO1,2, 3, 4, 6, 7 AZS1C2PO1 AZS1C3PO1 AZS2C1PO5, 7 AZS2C2PO1 AZS2C5PO1 AZS2C6PO8 AZS2C9PO3 NMS1B1-A.PO5 UT6120-0301

Primary Resource: Navajo History to 1846 & Navajo History the Land and the People by Bill P. Acrey

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
3 weeks	Diné Four Worlds	Black World Nihodilhil	What color goes with each world?	Teacher made assessment	Navajo History. Vol. 1.	Internet, Navajo Nation Website,	Cultural Consultants:	DHS1C1PO1 DHS1C4PO1

9th & 10th Grade Diné History Content Map

	Emergence	Blue World Nihodootł'izh Yellow World Ni'haltsoh White World Ni'halgai Place of emergence Hajíínéí Shá'bik'ehgo clockwise	Explain the difference of each world. What animals/people lived in these worlds? Explain why the people left these worlds. Songs depicting the time and era of worlds. Creation of time and space. Big Bang Theory Other historical points of creation, other tribes, races, national and international	Student Product Pre Test Multiple choice Rubric	Origins of the Diné. pg. 1-13. Diné Culture and Language Curriculum Framework. Unit 12. Diné Culture-Based Curriculum: Creation Story. pg. 391-412. Navajo History, The Land, The People. Navajo History to 1846.	Lapahie.com Youtube on Avery Denny Songs by James Peshlakai	Robert Johnson, Avery Denny Roger Begay	AZS1C1PO1, 3, 4, 5, 6, 7 AZS1C2PO1 AZS2C1PO1, 3, 4, 5, 6 AZS2C2PO1, 3, 4 NMS1C1-A.PO1 UT6120-0301

Primary Resource: Navajo History to 1846 & Navajo History the Land and the People by Bill P. Acrey

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
3 weeks	Diné Bikéyah	Six sacred mountains Landscapes & sacred sites on Navajoland Migration Patterns Anazází Ruins	Identify locations and directions. Color representations of the mountains Research association with mountains. Create a visual mobile, pictorials and/or power point.	Teacher made assessment Student Product Rubric Multiple choice, matching and oral recital	Navajo History. Vol. 1. Origins of the Diné. pg. 1-13. Diné Culture and Language Curriculum Framework. Unit 12. Diné Culture-	Internet, Navajo Nation Website Internet: Navajo History website	Youtube: Avery Denny You tube: NASA-story on stars Consultant: Robert Johnson	DHS1C1PO3, 4 DHS1C3PO1 AZS1C1PO1, 5 AZS2C1PO1, 4, 5, AZS2C2PO1, 4 AZS2C3PO1 NMS1B1-A.PO5 UT6120-0301

		Pictographs and pictorials Signs and symbols dating time and events Pueblo refugees	Identify stones (ntł'izh) that represents the mountains. Other sacred sites of tribes in state, nation, and international countries. Importance of land Historical times in Diné Bikéyah		Based Curriculum: Creation Story. pg. 391-412. Navajo History, The Land, The People. Navajo History to 1846.			

Primary Resource: Navajo History to 1846 & Navajo History the Land and the People by Bill P. Acrey

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
3 weeks	Hwéeldi (Bosque Redondo & Ft. Sumner, NM) 1863-1868	Names of Headmen The number of people accounted as prisoners Number of Treaties signed with Diné Which Headman signed first Treaty of 1868 Introduction of fabrics, goods, silversmithing, wagon, saddle, bridle, food, coffee, flour, bacon	Research Demonstration Orally retell the story of the Long Walk. Compare and contrast treaties with other tribes, state, nation and international. Identify other types of captivity atrocity. Family research Venn Diagram of changes before and after captivity.	Teacher made assessment Student product Presentation Rubrics Multiple choices True/false Video/tape recorder	Navajo History. Vol. 1. Origins of the Diné. pg. 1-13. Diné Culture and Language Curriculum Framework. Unit 12. Diné Culture-Based Curriculum: Creation Story. pg. 391-412. Navajo History, The Land, The People. Navajo History to 1846.	Internet: Navajo Nation website Internet: History of the Long Walk website	Cultural Consultants: Robert Johnson, Avery Denny, Roger Begay	DHS1C1 PO2 DHS1C3PO3 AZS1C1PO1 4, 5, 6, 7, AZS2C1PO1 AZS2C3PO1, 2, 3 AZS2C4PO6 AZS2C5PO1 NMS1B1-A.PO2 UT6120-0301

		Money/currency /silver						

Primary Resource: Navajo History to 1846 & Navajo History the Land and the People by Bill P. Acrey

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
3 weeks	Aftermath of Hwééldi	Creation of NN Government Beginning of reservation: 1869 - 1927 Stock Reduction: 1928 - 1940 Coming Out: 1941 – 1969 Self-Determination	Research Demonstration Compare and contrast events with other tribes, state, nation and international. Changes in culture and society Family research Venn Diagram of changes before and after captivity	Teacher made assessment Student Product Presentation Rubrics Multiple choices True/false Video/tape recorder	Navajo History. Vol. 1. Origins of the Diné. pg. 1-13. Diné Culture and Language Curriculum Framework. Unit 12. Diné Culture-Based Curriculum: Creation Story. pg. 391-412. Navajo History, The Land, The People. Navajo History to 1846.	Internet: Navajo Nation website www.history.com	Cultural Consultants: Robert Johnson, Avery Denny, Roger Begay	DHS1C1 PO2 AZS1C1PO1 4, 5, 6, 7, AZS2C1PO1 AZS2C3PO1, 2, 3 AZS2C4PO6 AZS2C5PO1 NMS1B1-A.PO1 UT6120-0301

Primary Resource: Navajo History to 1846 & Navajo History the Land and the People by Bill P. Acrey

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
3 weeks	Diné Government	Hataałii Medicineman	Explain differences of Naachid and Chairmanship and 3 Branch Government.	Teacher made assessment	Navajo History. Vol. 1.	Internet: Navajo Nation website	Cultural Consultants: Robert Johnson,	DHS1C2 PO3, 4 DHS1C4PO4

9th & 10th Grade Diné History Content Map

		Naachid Leaders:past, present, future Local Government Naachid Ceremony Chairmanship 3 Branch government Diné Fundamental Law Navajo Nation flag Code Talkers	What is the purpose and establishment of chairmanship? Why do we have 3 Branch Government? Explain Diné Fundamental Law. Research history of state, national and international flags, symbols and insignias. Venn diagram of beliefs in other tribes, countries governmental structures.	Student Product Presentation Rubrics Video/tape recorder	Origins of the Diné. pg. 1-13. Diné Culture and Language Curriculum Framework. Unit 12. Diné Culture-Based Curriculum: Creation Story. pg. 391-412. Navajo History, The Land, The People. Navajo History to 1846.	New Mexico Government website Arizona Government website Utah Government website	Avery Denny, Roger Begay	AZS1C1PO1, 4, 5, 6, 7 AZS1C2PO1 AZS1C3PO1 AZS1C4PO3 AZS1C5PO1, 3, 4, 5 AZS2C1PO1, 4, 6, 7 AZS2C2PO1, 3, 4 AZS2C3PO1 AZS2C6PO1, 3, AZS2C8PO5, 7 NMS1.B1-B.PO6 UT6120-0301

Primary Resource: Navajo History to 1846 & Navajo History the Land and the People by Bill P. Acrey

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
4 weeks	Current events on Navajo Nation	Lifestyle Politics Religion Education Economy Natural Resources	Mapping Demonstration Timeline Compare and contrast Venn diagram of other tribes, nation, international effects way of life.	Teacher made assessment Student Product Presentation Rubrics Video/tape recorder	Navajo History. Vol. 1. Origins of the Diné. pg. 1-13. Diné Culture and Language Curriculum Framework. Unit 12.	Internet: Navajo Nation website Navajo Times www.history.com	Cultural Consultants: Robert Johnson, Avery Denny, Roger Begay	DHS1C2 PO1, 2 DHS1C4PO2 DHS1C4PO4 DHS1C3PO2 DHS1C4PO3 AZS1C1PO1 4, 5, AZS2C1 PO1, 2, 3, 4, AZS2C2PO1, 3,

			Changes within Navajo Nation and the world Inference of the future Technology	Research project	Diné Culture-Based Curriculum: Creation Story. pg. 391-412. Navajo History, The Land, The People. Navajo History to 1846.			AZS2C5PO1, 6 NMS1B1-A.PO1,2,3,4,5 UT6120-0302

Tenth Diné History Unwrapped Standards
Timeline: Quarter 1

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C1. I will present how Diné people and events have influenced the development of Diné communities and culture to the present day.	PO3. I will research and analyze the Diné historical events.	I will research and analyze the Diné historical events.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum. Window Rock, AZ. Dinétah: Early History of Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker, Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People. CCSD, Shiprock, NM.	relocation, culture, religion, Long Walk, chairman, presidents, Navajo Nation Council
S1C1. Nihidine'é nát'ąą' baa náháne'go, nihe'é'ool'ii dóó nihizaad bee hadahodiidzaayígíí baa ákonisin dooleeł.	PO3. Nahdęę' ádahoodzaayígíí bina'ídíshkid dóó ninashkaahgo ałkéé' honí'ąągo baa náháshne' dooleeł.	Nahdęę' ádahoodzaayígíí bina'ídíshkid dóó ninashkaahgo ałkéé' honí'ąągo baa náháshne' dooleeł.	Bina'ídíshkid Ałkéé' honí'ąągo baa náháshne'		nahdęę' ádahoodzaayígíí, relocation, culture, religion, Long Walk, chairman, presidents, Navajo Nation Council
	PO4. I will research and analyze changes in cultural practices.	I will research and analyze changes in cultural practices.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum. Window Rock, AZ. Dinétah: Early History of	cultural practices, religion, Christianity, faith, practitioners, leaders, schools, church and state

				Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker, Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People. CCSD, Shiprock, NM.	
	PO4. Dinék'ehgo áda'al'ínígíí łahgo ádaadzaayígíí naashkaahgo baa náháshne' dooleeł.	Dinék'ehgo áda'al'ínígíí łahgo ádaadzaayígíí naashkaahgo baa náháshne' dooleeł.	Naashkaahgo baa náháshne'		Dinék'ehgo áda'al'ínígíí łahgo ádaadzaa'ígíí, cultural practices, religion, Christianity, faith, practitioners, leaders, schools, church and state

Tenth Diné History Unwrapped Standards
Timeline: Quarter 2

Diné Strand/Concept	Performance Objectives Explanation Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C2. I will make connections between my culture, sacred sites and historical events. S1C2. Nihe'é'ool'ii̯ł, dahodiyingo nahaz'ą́ą́góó dóó nihikéyah bikáá'góó	PO3: I will compare and contrast symbols of Arizona, Utah, New Mexico, Colorado and the Navajo Nation flags and seals.	I will compare and contrast symbols of Arizona, Utah, New Mexico, Colorado and the Navajo Nation flags and seals.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum. Window Rock, AZ. Dinétah: Early History of	Arizona, Utah, New Mexico, Colorado, Navajo Nation, seals, insignias, recognition
	PO3: Diné bikéyah	Diné bikéyah bikáá'góó dóó	Wójí		Diné bikéyah bikáá'góó dóó

ádahóót'iįdígíí shił bééhózin dooleeł.	bikáá'góó dóó binaagóó dah naat'a'í dóó bee 'í'diidlííd chódao'ínígíí ahą̨ah naashnil dooleeł (Hoozdo, Áshįih Bito', Yootó, Dibé Nitsaa).	binaagóó dah naat'a'í dóó bee 'í'diidlííd chódao'ínígíí ahą̨ah naashnil dooleeł. (Hoozdo, Áshįih Bito', Yootó, Dibé Nitsaa)	Anáał áániił Hadilnééh/ hadadilne'go	Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker, Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People. CCSD, Shiprock, NM.	binaagóó, Arizona, Utah, New Mexico, Colorado, Navajo Nation, seals, insignias, recognition
	PO4: I will apply kinship by using the appropriate teachings.	I will apply kinship by using the appropriate teachings.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum. Window Rock, AZ. Dinétah: Early History of Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker,	kinship, appropriate teachings, clans, k'é, family, maternal, paternal
	PO4: Ádóone'é nishłínígíí binahji' na'nitin dóó hane' bídaháazláhígíí bee íishjání ádíníszin dooleeł.	Ádóone'é nishłínígíí binahji' na'nitin dóó hane' bídaháazláhígíí bee íishjání ádíníszin dooleeł.	Wójí Anáał áániił Hadilnééh/hadadilne'go		Ádóone'é nishłínígíí binahji' na'nitin dóó hane'., kinship, appropriate teachings, clans, k'é, family, maternal, paternal

				Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People. CCSD, Shiprock, NM.	

Tenth Diné History Unwrapped Standards
Timeline: Quarter 3

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C3. I will analyze and interpret major historical events of Diné and neighboring tribes. S1C3. Nihinaagóó bitsị' yishtłizhii kéédahat'ínígíí dóó shidine'é bahane' ahạạh naashnilgo baa hashne' dooleeł.	PO3. I will research and analyze the Treaty of 1868.	I will research and analyze the Treaty of 1868.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum. Window Rock, AZ. Dinétah: Early History of Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker, Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development,	Treaty of 1868, neighboring tribes, leaders, Fort Sumner, routes, starvation, rations, resolution, forts
	PO3. Hwééldigóó yisnááh ádaho'diilyaa yę́ę́dą́ą́' naaltsoos bee ałghada'deet'ą́ągo bee Diné biwááshindoon hazlį́į́'ígíí naashkaah dooleeł.	Hwééldigóó yisnááh ádaho'diilyaa yę́ę́dą́ą́' naaltsoos bee ałghada'deet'ą́ągo bee Diné biwááshindoon hazlį́į́'ígíí naashkaah dooleeł.	Naashkaah Wójí Anáá́ł áánííł Hadilnééh/ hadadilne'go		Hwééldigóó, yisnááh, Diné biwááshindoon, Treaty of 1868, neighboring tribes, leaders, Fort Sumner, routes, starvation, rations, resolution, forts

				Navajo History: The Land and the People. CCSD, Shiprock, NM.	
	PO4. I will interview and research stories of Diné soldiers.	I will interview and research stories of Diné soldiers.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum. Window Rock, AZ.	Diné soldiers, Ganado Mucho, Chief Manuelito, Narbona, Chester Nez, Code Talkers
	PO4. Diné nidaazbaa'ígíí baa hane' bína'ídíshkid dóó naashkaah dooleeł.	Diné nidaazbaa'ígíí baa hane' bína'ídíshkid dóó naashkaah dooleeł.	Hane' bína'ídíshkid Wójí Anááł ááníił Hadilnééh/hadadilne 'go	Dinétah: Early History of Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker, Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People. CCSD, Shiprock, NM.	nidaazbaa'ígíí, Diné soldiers, Ganado Mucho, Chief Manuelito, Narbona, Chester Nez, Code Talkers

Tenth Diné History Unwrapped Standards
Timeline: Quarter 4

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
S1C4. I will understand the integrity of my culture, language and values that are	PO3. I will interview and research the reasons for changes in living	I will interview and research the reasons for changes in living environments. (Home	Name Infer Demonstrate	Office of Diné Culture, Language and Community Services, American Indian	environments, home and community, technology, poverty,

protected and maintained. S1C4. Nihina'nitin, nihe'é'ool'ı̨ı̨ł dóó nihizaad nidaasya'ígíí náásgóó yilyéłígíí shił bééhózin dooleeł.	environments (Home and Community).	and Community)	Outline Hypothesize Produce	Institute. Diné Culture-Based Curriculum. Window Rock, AZ. Dinétah: Early History of Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker, Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People. CCSD, Shiprock, NM.	gambling, domestic violence/abuse, substance abuse
	PO3. Hooghan haz'ánídóó níléí k'ee'aan nahaz'ą́ą́ı̨' hadahodiidzaaígíí bina'idishkidgo naashkaah dooleeł.	Hooghan haz'ánídóó níléí k'ee'aan nahaz'ą́ą́ı̨' hadahodiidzaaígíí bina'idishkidgo naashkaah dooleeł.	Bina'idishkidgo naashkaah Wójí Anáał áániił Hadilnééh/hadadilne'go		Hooghan haz'ánídóó níléí k'ee'aan nahaz'ą́ą́ı̨'., environments, home and community, technology, poverty, gambling, domestic violence/abuse, substance abuse
	PO4. I will research the purpose of events in a historical timeline.	I will research the purpose of events in a historical timeline.	Name Infer Demonstrate Outline Hypothesize Produce	Office of Diné Culture, Language and Community Services, American Indian Institute. Diné Culture-Based Curriculum. Window Rock, AZ.	historical timeline events, WWII, Vietnam, politics, BIA, public schools, Dinétah, relocation, IRA

	PO4. Hodeeyáádą́ą́' dóó díishjį́įjį' biniinaa ádahóót'įįdígíí ła' baa náháshne'dooleeł.	Hodeeyáádą́ą́' dóó díishjį́įjį' biniinaa ádahóót'įįdígíí ła' baa náháshne'dooleeł.	Baa náháshne' Wójí Anáál áánííł Hadilnééh/ hadadilne'go	Dinétah: Early History of Navajo People. Office of Diné Culture, Language and Community Services, Diné Culture and Language Curriculum Framework. Window Rock, AZ. Foundation of Navajo Culture. Office of the Speaker, Navajo Common Law Project. Window Rock, AZ. Dept. of Curriculum Materials Development, Navajo History: The Land and the People. CCSD, Shiprock, NM.	Hodeeyáádą́ą́' dóó díishjį́įjį'., historical timeline events, WWII, Vietnam, politics, BIA, public schools, Dinétah, relocation, IRA

11th-12th Diné Government Unit Plan

Diné Government Unit Plan

Unit Title: Emergency Situations

Grade: 11th & 12th Grade

Subject: Government: Security Branch

Time Frame: 2 weeks

Dine History Standard:

DGC1SBPO1: I will observe and prepare for an emergency situation.
Łahgo anáhóót'I' hazlį́į'go háásidígíí binahjį' hasht'e' ádi'deeshnííł.

State Standard w/Common Core Supplement Standard:
AZS5C1PO1
NMS1C3P9-12.3-DPO2
UT6210-0402.b
CCRH11-.12.7

Resources/Materials:
- Navajo Nation Fire Department website
- First Aid and CPR Training
- Robert Johnson, Dine Culture/Teaching and Traditional Consultant
- Firefighter, EMT, CHR, Police, Rangers, Seismology
- FEMA and Red Cross

Essential Questions:
- What state of mind should you have in a home emergency?
- What is an emergency?
- Do you have a family protocol for any emergency situation?

Objective(s):
- Describe the proper functions of a home emergency.
- Demonstrate emergency situations.
- Develop emergency plans for a home.

Key Vocabulary:

1. Overdose
2. Heart attack
3. Seizures
4. Heatstroke
5. Choking
6. Hyperthermia
7. Fractures
8. Alcohol intoxication
9. Dehydration
10. Domestic Violence
11. additional .....

Activities:

1. Brainstorm current emergency situations.
2. Create KWL chart on emergency events.
3. Recognize emergency situations.
4. CPR and First Aid certification.

Assessment:

1. Creation of emergency protocol.
2. Rubric on presentations.
3. Teacher made test (Multiple Choice)

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Online references.
www.navajocourts.org
http://aii.outreach.ou.edu/

Resources

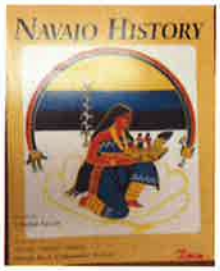
CULTURAL AWARENESS
SOCIAL STUDIES

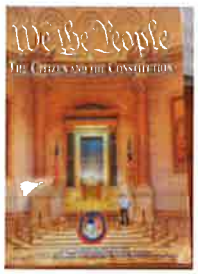
CULTURAL AWARENESS
SECOND GRADE

NAVAJO LONG WALK

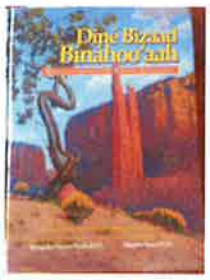
Curriculum Guide for
Diné History and Government

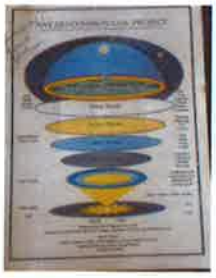
Origins of the Diné

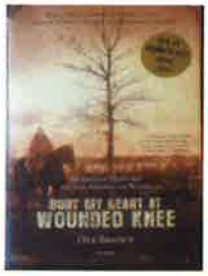

NAVAJO HISTORY


We the People
The Citizen and the Constitution

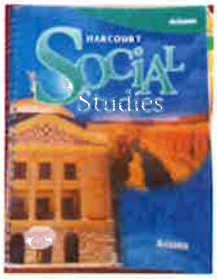
THE NAVAJO TREATY


Diné Bizaad Bináhoo'aah




WOUNDED KNEE

DINÉTAH


HARCOURT
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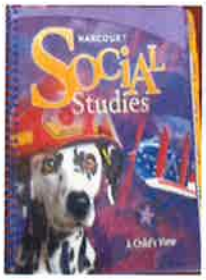
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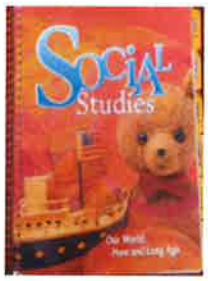
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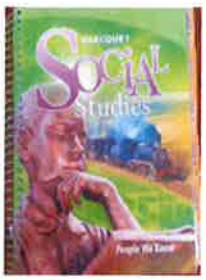
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