

Diné Government and History Curriculum Grades Kdg. -3rd



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Table of Contents

Introduction	ii
Acknowledgement	iv
Diné Government and History Blueprints	v
Deconstruction of Diné Government Standards	1
• Kdg. Diné Government Unwrapped Standards.....	2
• First Grade Diné Government Unwrapped Standards.....	9
• Second Grade Diné Government Unwrapped Standards.....	19
• Third Grade Diné Government Unwrapped Standards.....	37
Diné Government Content Maps	60
• Pacing Calendar	61
• Kdg. Diné Government Content Map.....	62
• First Grade Diné Government Content Map.....	69
• Second Grade Diné Government Content Map.....	76
• Third Grade Diné Government Content Map.....	83
Deconstruction of Diné History Standards	90
• Kdg. Diné History Unwrapped Standards.....	91
• First Grade Diné History Unwrapped Standards.....	100
• Second Grade Diné History Unwrapped Standards.....	110
• Third Grade Diné History Unwrapped Standards.....	119
Diné History Content Maps	127
• Pacing Calendar.....	128
• Kdg. Diné History Content Map.....	129
• First Grade Diné History Content Map.....	133
• Second Grade Diné History Content Map.....	137
• Third Grade Diné History Content Map.....	142
References	145
Resources	146

Introduction

The *Kindergarten-Third Grade Diné Government and History 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 k-3 teachers by 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, kindergarten through grade 3rd 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 expectations we have established.

Why is Government important... why do students need to know about Government?

- Every society has order.
- The government provides rules and 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.

Government and history 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

Kindergarten	First Grade	Second Grade	Third 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 dooleef.			
Concept 1: I will be able to understand cultural knowledge that has influenced my family. Shicheii, shimásání dóó shináli bina'nitin dóó be'iina' bóhwiideesh'áál.			
EBPO1. I will identify the Navajo Nation President and Vice President. Tségháhoodzanídi Diné binanit'a'í aláajji' dah síkéhígíí baa ákonisin dooleef.	EBPO2. I will recognize the executive branch. Adeíhooghan baa ákonisin dooleef.	EBPO3. I will recognize the characteristics of a respectful leader. Naat'áanii ba'ahódlíinii yee át'éhígíí baa ákonisin dooleef.	EBPO4. I will recognize the duties of the executive branch Adeíhooghan binaanish ał'aan át'éego ííł'ínígíí baa ákonisin dooleef.
LBPO1. I will recognize the local council delegate. Béesh Baąhdahsi'áni baa ákonisin dooleef.	LBPO2. I will identify ways the council delegates make rules. Béesh Baąhdahsi'áni bee haz'áanii ádeil'ínígíí át'éego baa ákonisin dooleef.	LBPO3. I will recognize the characteristics of a respected Council Delegate. Béesh Baąhdahsi'áni bee ba'ahódlíinii baa ákonisin dooleef.	LBPO4. I will recognize the responsibilities of a Council Delegate. Béesh Baąhdahsi'áni binaanish ííł'ínígíí baa ákonisin dooleef.
JBPO1. I will identify the Navajo Nation Chief Justice. Nihwiit'aah bíł haz'ánígíí binaat'áanii aláajji' dah sídáhígíí baa ákonisin dooleef.	JBPO2. I will recognize rules. Beehaz'áanii baa ákonisin dooleef.	JBPO3. I will recognize the job qualifications of a Chief Justice. Nihwiit'aah bíł haz'ánígíí binaat'áanii aláajji' dah sídáhígíí adoodleehígíí baa ákonisin dooleef.	JBPO4. I will recognize the duties of being a Chief Justice. Nihwiit'aah bíł haz'ánígíí binaat'áanii aláajji' dah sídáhígíí binaanish baa ákonisin dooleef.
SBPO1. I will identify the local contact person in charge of emergencies. Ha'idéest'íí'jí bídahóhíhígíí baa ákonisin dooleef.	SPBO2. I will be aware of safety procedures. Ha'idéest'íí' bíł haz'áájí bíbee haz'áanii baa ákonisin dooleef.	SBPO3. I will identify emergency resources in the community. Ha'idéest'íí'jí da'íníishgóó baa ákonisin dooleef.	SBPO4. I will name the type of resources and their job title. Ha'idéest'íí' bíł haz'áájí ał'aan at'éehígíí dóó binaanishígíí baa ákonisin dooleef.
Kindergarten	First Grade	Second Grade	Third Grade
Concept 2: I will understand historical events, people, and symbols with significant ties to my family. É'ool'jil nákéé' hane'ígíí dóó ádahóót'jídígíí dóó bee éedahózinígíí shil haz'ánígíí baa ákonisin dooleef.			
PO1. I will recognize the value of positive self-esteem. Adil nishdljigo bee chánah nishjji dooleef.	PO2. I will develop my thoughts through Diné values. Diné k'éhji na'nitin bee ó'hoosh'ááh dooleef.	PO3. I will develop and apply a healthy lifestyle. Shits'íis baa aháshyáago bee ánisht'ée dooleef.	PO4. I will demonstrate appropriate greetings. K'édishniigo naasháa dooleef.
Kindergarten	First Grade	Second Grade	Third Grade
Concept 3: I will recognize historical events of other people that affect my family. Shinaagóó kéedahat'ínígíí be'é'ool'jil dóó bina'nitin afhidadéet'i'ígíí baa ákonisin dooleef.			
PO1. I will identify the value of time of day. Tł'éego dóó jigo hoolzhishígíí baa ákonisin dooleef.	PO2. I will recognize the responsibility and duties of the time of day. Hoolzhish bíł hahodit'ehígíí baa ákonisin dooleef.	PO3. I will listen to stories of time, day, night, and seasons. Hoolzhish hahodit'ehígíí baa hane' baa ákonisin dooleef.	PO4. I will recognize the value and purpose of time. Hoolzhish bíł hahodit'ehígíí baa ákonisin dooleef.
Kindergarten	First Grade	Second Grade	Third Grade
Concept 4: I will understand time passage and chronology, specific to Diné culture and traditions. Yoolkaál nilíinii bináhidizíid dóó nináhááh nihee hólónígíí shil béehózin dooleef.			
PO1. I will recognize my family values. She'é'ool'jil' dóó she'oodla' baa ákonisingo shil niljji dooleef.	PO2. I will follow directions. Ak'ihonish'jigo naasháa dooleef.	PO3. I will show respect for myself. Adil nishdljigo naasháa dooleef.	PO4. I will identify and recognize clan relationship. K'é baa ákonisin dooleef.

Diné History Standards Blueprint

Kindergarten	First Grade	Second Grade	Third Grade
Standard: I will understand historical/factual events, people and symbols that influence my family. Diné bibee'é'ool'jil dóo ádahóót'jídígíí shíł niljigo ádííniisht'i' dooleel.			
Concept 1: I will be able to understand cultural knowledge that has influenced my family. Shicheii, shimásání dóo shináli bina'nitin dóo be'iina' bóhwiideesh'áál.			
PO1. I will name my four (4) immediate clans. Ádóone'é nishłínígíí shíł bééhózin dooleel.	PO2. I will identify past and present Diné leaders. Naat'áanii daazlı'ęę dóo díshjįįdi naat'áanii danilínígíí shíł bééhózin dooleel.	PO3. I will describe present events. Díshjįįdi ádahooniłígíí baa ákonisin dooleel.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions. Ałk'idáą' ádahóót'jídígíí dóo binahjį' na'nitin ádaat'ęhígíí baa náhąshne' dooleel.
Kindergarten	First Grade	Second Grade	Third Grade
Concept 2: I will understand historical events, people, and symbols with significant ties to my family. É'ool'jil nákéé' hane'įgíí dóo ádahóót'jídígíí dóo bee éédahózinígíí shíł haz'ánigi baa ákonisin dooleel.			
PO1. I will identify some neighboring tribes, point out boundaries, their language and cultural differences. Bitsį' yishtłizhii shinaagóo kéédahat'ínígíí bibee ó'ool'jil dóo bizaad ła' baa ákonisin dooleel.	PO2. I will identify symbols of the Navajo Nation. Diné bidahnaat'a'í dóo bibee i'diidlı́id bee éédahózinígíí baa ákonisin dooleel.	PO3. I will identify my maternal clan and my extended family. Ádóone'é nishłínígíí dóo shik'ęi baa ákonisin dooleel.	PO4. I will name my maternal clan so I will be recognized appropriately by people related to me. Ádóone'é nishłínígíí bee k'ęe dishnįigo shik'ęi yee shéédahósin dooleel.
Kindergarten	First Grade	Second Grade	Third Grade
Concept 3: I will recognize historical events of other people that affect my family. Shinaagóo kéédahat'ínígíí be'ę'ool'jil dóo bina'nitin ałhídadéet'i'įgíí baa ákonisin dooleel.			
PO1. I will identify local historical sites and events. Shinaagóo ádahóót'jídígíí baa dahane' baa ákonisin dooleel.	PO2. I will name regional historical and factual events. Nihikéyah bikáá' ádahóót'jídígíí baa ákonisin dooleel.	PO3. I will know there are fifty states. Kéyah ashdladiin bił hahoodzooígíí baa ákonisin dooleel.	PO4. I will recognize the relationship of the historical and factual events. Nahasdzaán dóo Diné bikéyah bił hadahwiisdzogóo ádahóót'jídigo ałhídadéet'i'įgíí baa ákonisin dooleel.
Kindergarten	First Grade	Second Grade	Third Grade
Concept 4: I will understand time passage and chronology, specific to Diné culture and traditions. Yoolkáál niljinií bináhidiziid dóo nináháhaah nihee hólonígíí shíł bééhózin dooleel.			
PO1. I will identify my family history and their livelihood. Bił háįjéé' dóo shité'įzini yee iiná ádayiilaai dóo ádeił'ínígíí baa ákonisin dooleel.	PO2. I will identify how my grandparents kept track of time and seasons. Shicheii dóo shimásání yoolkáál dóo nináháhaah yee bił bééhózinígíí baa ákonisin dooleel.	PO3. I will recognize types of dwellings and structure relevant to time in Diné communities. Hodeeyáádąą' dóo diishjįįji' hooghan ał'aan ádaat'ęego ádaalyaayígíí shíł bééhózin dooleel.	PO4. I will identify historical events in different eras. Hodeeyáádąą' dóo díshjįįji' ádahóót'jídígíí baa ákonisin dooleel.

**Deconstruction
of
K-3rd Diné Government
Standards**

**Kindergarten Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
EXECUTIVE BRANCH						
<p>S1C1. I will recognize the Diné traditional law.</p> <p>S1C1. Diyin Bits'áádéé' Beehaz'áanii ọ Diné Traditional Law: Diné bíbeehaz'áanii shił bée hózin dooleeł.</p>	<p>EBPO1. I will identify the Navajo Nation President and Vice President.</p>	<p>I can identify the Navajo Nation President and Vice President.</p>	Create	Write Show Design Create	Newspaper Election information	<p>president, vice president, traditional law, Diné leader, roles, duties, responsibilities</p>
			Evaluate	Choose Conclude Tell why Value	Navajo Nation Organizational Chart Consultant	
			Analyze	Diagram Group Compare Relate	Radio message/forum from a leader	
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	<p>EBPO1. Tségháhoodzánídi Diné binanit'a'í aláąjį' dah síkehígíí baa ákonisin dooleeł.</p>	<p>Tségháhoodzánídi Diné binanit'a'í Aláąjį' dah síkehígíí baa ákonisin.</p>	Ashlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'éshlééh			
			Bik'i' diishtiuh			
			Bénáshniih			
LEGISLATIVE BRANCH						

**Kindergarten Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

<p>S1C1. I will recognize the Diné traditional law.</p> <p>S1C1. Diyin Bits'áádéé' Beehaz'áanii - Diné Traditional Law: Diné bibeehaz'áanii shít bée hózin dooleeł.</p>	<p>LBP01. I will recognize the local council delegate.</p>	<p>I can recognize the local council delegate</p>	<p>Create</p>	<p>Write Show Design Create</p>	<p>Office of Navajo Government. <u>The Navajo Nation Government. 2002</u> Edition. Window Rock, AZ.</p>	<p>role, responsibilities, leadership at chapter level, council delegate, duties, serving the people, representing the people at the Navajo Tribal meetings</p>
			<p>Evaluate</p>	<p>Choose Conclude Tell why Value</p>		
			<p>Analyze</p>	<p>Diagram Group Compare Relate</p>		
			<p>Apply</p>	<p>Practice Draw Show Use</p>		
			<p>Understand</p>	<p>Observe Ask Discuss Retell</p>		
			<p>Remember</p>	<p>Listen Recite Recall Know</p>		
	<p>LBP01. Béesh Bąą dahsi'ání baa ákonisin dooleeł.</p>	<p>Béesh Bąą dahsi'ání baa ákonisin.</p>	<p>Áshlééh</p>			
		<p>Bí'neesh'aah</p>				
		<p>Naashkaah</p>				
		<p>Bé'éshlééh</p>				
		<p>Bik'i' diishtiih</p>				
		<p>Bénáshniih</p>				
JUDICIAL BRANCH						
<p>S1C1. I will recognize the Diné traditional law.</p> <p>S1C1. Diyin Bits'áádéé' Beehaz'áanii - Diné</p>	<p>JBP01. I will identify the Navajo Nation Chief Justice.</p>	<p>I can identify the Navajo Nation Chief Justice.</p>	<p>Create</p>	<p>Write Show Design Create</p>	<p>Navajo Nation organizational chart NN web site</p>	<p>Chief Justice, court, laws, judicial, responsibilities, branches, as a judge overseeing the Judicial Branches</p>
			<p>Evaluate</p>	<p>Choose Conclude</p>		

**Kindergarten Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

Traditional Law: Diné bibeelaz'áanii shił bée hózin dooleeł.				Tell why Value	Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ. Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students</u> . Window Rock, AZ. Office of Navajo Government. <u>The Navajo Nation Government</u> . 2002 Edition, Window Rock, AZ.	
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
			JBPO1. Niwhiit'aah bił haz'ánigi binaat'áanii aláajj' dah sidáhigii baa ákonisin dooleeł.	Niwhiit'aah bił haz'ánigi binaat'áanii aláajj' dah sidáhigii baa ákonisin.		
SECURITY BRANCH						
S1C1. I will recognize the Diné traditional law. S1C1. Diyin Bits'áádéé' Beehaz'áanii - Diné Traditional Law: Diné bibeelaz'áanii shił bée hózin dooleeł.	SBPO1. I will identify the local contact person in charge of emergencies.	I can identify the local contact person in charge of emergencies.	Create	Write Show Design Create	Division of Public Safety Navajo Police Department	emergency, safety, protocols, contacts, EMT, ER, hospital, social worker, Navajo Nation CHR, chapter emergency personnel
			Evaluate	Choose Conclude Tell why Value	Local IHS Hospital Departments Navajo Nation CHR protocols	
			Analyze	Diagram Group Compare Relate	NN Fire Department	

**Kindergarten Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	SBPO1. Ha'idéest'íí'jí' bidahólnígíí baa ákonisin.	Ha'idéest'íí'jí' bidahólnígíí baa ákonisin.	Áshlééh			
			Bí'neesh'áah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiíh			
			Bénáshniíh			
Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
S1C2. I will identify my life goals. S1C2. Diyin Dine'é Bits'áádéé' Bee haz'áanii: Dine Customary Law Náásgóóiná ánísh't'ée dooleelígíí bóhoosh'aah.	P01. I will recognize the value of positive self-esteem.	I can recognize the value of positive self-esteem.	Create	Write Show Design Create		
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show		

**Kindergarten Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	PO1. Ádił nishdlįigo bee chánah nishłįi dooleel.	Ádił nishdlįigo bee chánah nishłįi	Áshłééh			
			Bí'neesh'ąąh			
			Naashkaah			
			Bé'eshłééh			
			Bik'i' diishtįih			
			Bénáshniih			
Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
S1C3. I will identify the process and importance of time.	PO1. I will identify the value of time of day.	I can identify the value of time of day.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó ńhoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.	time, daytime activities, night time activities, dawn, morning, noon, evening, night, midnight, fall, winter, spring, summer activities, reverence times, names moon phases, clock time
		Evaluate	Choose Conclude Tell why Value			
		Analyze	Diagram Group Compare Relate			
		Apply	Practice Draw Show Use			

**Kindergarten Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Understand	Observe Ask Discuss Retell	Timeline of cultural activities by seasons Calendar	
			Remember	Listen Recite Recall Know		Moon phases Diné history timeline
S1C3. I will identify the process and importance of time.	PO.1 Tł'ée'go dóó jįigo hoolzhishígíí baa ákonisin dooleet.	Tł'ée'go dóó jįigo hoolzhish baa ákonizin.	Áshłééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'éshtééh			
			Bik'i' diishtįįh			
Bénáshniih						
Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
S1C4. I will demonstrate to be a self-sufficient citizen with a positive attitude. S1C4. Sihasin dóó íináanii bee nahat'á shį́ bą́áhózing dooleet.	P01. I will recognize my family values.	I can recognize my family values.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students</u> . Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ. <u>Cultural Awareness</u> . Blanding, UT. Clan system chart	Diné citizen, life, Diné philosophy & teachings, traditional principles, livelihood, livestock, cultural activities, family planning, physical activities, respect nature
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		

**Kindergarten Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Remember	Listen Recite Recall Know	Kinship diagram	
	PO1. She'é'ool'ijí dóó she'oodla' baa ákonisingo shíł nilí dooleet.	She'é'ool'ijí dóó she'oodla' baa ákonisingo shíł nilí.	Áshlééh			
			Bí'neesh'ąąh			
			Naashkaah			
			Bé'éshtééh			
			Bik'i' diishtiih			
			Bénáshniih			

**First Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
EXECUTIVE BRANCH						
SIC1. I will recognize the Diné traditional law. SIC1. Diyin Bits'ááddéé' Beehaz'áanii - Diné Traditional Law: Diné bibeelaz'áanii shil béé hózin dooleel.	EBPO1. I will identify the Navajo Nation President and Vice President.	I can identify the Navajo Nation and Vice President.	Create	Write Show	Newspaper	president, vice president, traditional law, Diné leader, roles, duties, responsibilities
			Evaluate	Choose Conclude	Election Information	
			Analyze	Diagram Group Compare Relate	Navajo Nation Organizational Chart	
			Apply	Practice Draw Show Use	Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.	
			Understand	Observe Ask Discuss Retell	Consultant	
			Remember	Listen Recite Recall Know	Radio message/ forum from a leader	
	EBPO1. Tségháhoodzánídi Diné binanit'a'i aláají' dah síkehígíí baa ákonisin dooleel.	Tségháhoodzánídi Diné binanit'a'i Aláají' dah síkehígíí baa ákonisin.	Áshlééh	Béé éshdlééh		
	EBP02. I will recognize the executive branch.	I can recognize the executive branch.	Create	Write Show	Office of Navajo Government. <u>The Navajo Nation Government.</u> 2002 Edition. Window Rock, AZ.	Executive offices, responsibilities, roles, duties
			Evaluate	Choose Conclude		
			Analyze	Diagram Group		

**First Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	LBPO1. Béesh Baah dahsi'ani baa ákonisin dooleet.	Béesh Baah dahsi'ani baa ákonisin.	Áshlééh	Listen Recite Recall Know		
			Bi'neesh'aaah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
	LBP02. I will identify ways the council delegates make rules.	I can identify the ways the council delegates make rules.	Create	Write Show	Office of Navajo Government. <u>The Navajo Nation Government</u> . 2002 Edition. Window Rock, AZ. Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	local chapter representative, serves the needs of the people, collaborates w/ other Council Delegates, follow bi-laws, Fundamental Law
			Evaluate	Choose Conclude		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	LBP02. Béesh Baah dahsi'ani bee haz'ánii ádeiit'inigi át'éego baa ákonisin dooleet.	Béesh Baah dahsi'ani bee haz'ánii ádeiit'inigi át'éego baa ákonisin.	Áshlééh			
			Bi'neesh'aaah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			

**First Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

Traditional Law: Diné bibe haz'áanii shił bée hózin dooleef.				Relate	<u>Guide for Diné History and Government.</u> Window Rock, AZ.	
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
JBPO2. Bee haz'áanii baa ákonisin dooleef.	Bee haz'áanii baa ákonisin		Áshlééh			
			Bí'neesh'ąąh			
			Naashkaah			
			Bé'eshlééh			
			Bik'idiishtijh			
			Bénáshniih			
SECURITY BRANCH						
SBP01. I will identify the local contact person in charge of emergencies	I can identify ways the local contact person in charge of emergencies		Create	Write Show	Division of Public Safety Navajo Police Dept. Local IHS Hospital Departments Navajo Nation CHR protocols Navajo Nation Fire Department	emergency, safety, protocols, contacts, EMT, ER, hospital, social worker, Navajo Nation CHR, chapter emergency personnel
			Evaluate	Choose Conclude		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		

**First Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

Dine Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary			
<p>S1C2. I will identify my life goals.</p> <p>S1C2. Diyin Dine'é Bits'áádéé' Bee haz'áanii: Dine Customary Law Naásgóó iiná bee ánísh't'ée dooleelígíí bóhoosh'aah.</p>	<p>PO1. I will recognize the value of positive self-esteem.</p>	<p>I can recognize the value of positive self-esteem</p>	Create	Write Show	<p>Office of Diné Culture, Language & Community Service. T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: <u>Diné Cultural Content Standards for Students.</u> Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.</p>	<p>origin of clans, self-identity, one's 4 clans, family, siblings, maternal and paternal grandparents, goal, love, care, helping, sharing, learning, kindness, respect, Puberty rite</p>			
			Evaluate	Choose Conclude					
			Analyze	Diagram Group Compare Relate					
			Apply	Practice Draw Show Use					
			Understand	Observe Ask Discuss Retell					
			Remember	Listen Recite Recall Know					
	<p>PO1. Ádít nishdlįigo bee chánah nishłįi dooleef.</p>	<p>Ádít nishdlįigo bee chánah nishłįi</p>	Ashlééh						
Bí'neesh'aah		Naashkaah		Bé'éshlééh		Bik'i' diishtiuh		Bénáshniih	
	<p>PO2. I will develop my thoughts through Dine Values.</p>	<p>I can develop my thoughts through Dine values.</p>	Create	Write Show	<p>Office of Diné Culture, Language & Community Service. T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: <u>Diné Cultural Content Standards for Students.</u> Window Rock, AZ.</p>	<p>Diné teachings and values, T'áá hó Ájít'éego: thinking and practice, respecting self and others, nature, family, clan, kinship, reverence/praying, rising early, exercise, eating healthy,</p>			
			Evaluate	Choose Conclude					
			Analyze	Diagram Group Compare Relate					

**First Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Retell	Window Rock, AZ.		
			Remember	Listen Recite Recall Know	Timeline of cultural activities by seasons Moon phases Diné history timeline		
PO1. Tł'ée'go dóó jįigo hoolzhishígíí baa ákonisin dooleeł.	Tł'ée'go dóó jįigo hoolzhish baa ákonizin.		Ashlééh				
			Bí'neesh'ąąh				
			Naashkaah				
			Bé'eshlééh				
			Bik'i' diishtiuh				
			Bénáshniih				
PO2. I will recognize the responsibility and duties of the time of day.	I can recognize the responsibility and duties of time of day.		Create	Write Show	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ. <u>Navajo Studies Curriculum.</u>	responsibilities: prayer time, daily hygiene, healthy eating, chores, homework, sleep & rest, following rules, listening	
			Evaluate	Choose Conclude			
			Analyze	Diagram Group Compare Relate			
			Apply	Practice Draw Show Use			
			Understand	Observe Ask Discuss Retell			
		Remember	Listen Recite Recall Know				
PO2. Hoolzhish bił hahodit'éhígíí baa ákonisin dooleeł.	Hoolzhish bił hahodit'éhígíí baa ákonisin.		Ashlééh				
			Bí'neesh'ąąh				
			Naashkaah				
			Bik'i' diishtiuh				

**First Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Compare Relate	Standards for Students. Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture- Based Curriculum</u> . Window Rock, AZ.	
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	PO2. Ak'ihonish'íigo naashá dooleet.	Ák'ihonish'íigo naashá.	Áshlééh			
			Bí'neesh'ąąh			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénashniih			

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
EXECUTIVE BRANCH						
<p>S1C1. I will recognize the Diné traditional law.</p> <p>S1C1. Diyin Bits'áádeé' Bee haz'áanii – Diné Traditional Law: Diné bibeel'áanii shił beehózin dooleeł.</p>	<p>EBPO1. I will identify the Navajo Nation President and Vice President.</p>	<p>I can identify the Navajo Nation and Vice President.</p>	<p>Create</p>	<p>Write Show Design Create</p>	<p>Office of Navajo Government. <u>The Navajo Nation Government</u>. 2002 Edition. Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	<p>president, vice president, leader, responsibilities, power, trustful</p>
			<p>Evaluate</p>	<p>Choose Conclude Tell why Value</p>		
			<p>Analyze</p>	<p>Diagram Group Compare Relate</p>		
			<p>Apply</p>	<p>Practice Draw, Show Use</p>		
			<p>Understand</p>	<p>Observe Ask Discuss Retell</p>		
			<p>Remember</p>	<p>Listen Recite Recall Know</p>		
	<p>EBPO1. Tségháhoodzánídi Diné binanit'a'i aláajj' dah sikehígíí baa ákonisin dooleeł.</p>	<p>Tségháhoodzánídi Diné binanit'a'i Aláajj' dah sikehígíí baa ákonisin.</p>	<p>Ashtëéh</p>			
		<p>Bí'neesh'aah</p>				
		<p>Naashkaah</p>				
		<p>Bé'éshlééh</p>				
		<p>Bik'i' diishtiitih</p>				
		<p>Bénáshniih</p>				
	<p>EBP02. I will recognize the executive</p>	<p>I can recognize the executive branch.</p>	<p>Create</p>	<p>Write Show</p>	<p>Office of Navajo Government. <u>The</u></p>	<p>executive offices, responsibilities, roles</p>

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	branch.			Design Create	Navajo Nation Government. 2002 Edition. Window Rock, AZ.	
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
S1C1. I will recognize the Diné traditional law. S1C1. Diyin Bits'áádéé' Bee haz'áanii – Diné Traditional Law: Diné bibeehaz'áanii shił beehózin dooleet.	EBP02. Adeihooghan baa ákonisin dooleet.	Adeihooghan baa ákonisin.	Áshlééh		Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ.	leadership, respectful, honest, considerate, well mannered, patient, helpful, guides, competent in Diné language
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiitih			
	Bénáshniitih					
	EBP03. I will recognize the characteristics of a respectful leader.	I can recognize the characteristics of a respectful leader.	Create	Write Show Design Create		
			Evaluate	Choose Conclude Tell why Value		

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	EBP03. Naati'áanii ba'ahódlíinii yee át'éhígíí baa ákonisin dooleef.	Naat'áanii ba'ahódlíinii yee át'éhígíí baa ákonisin.	Áshlééh		Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ.	
			Bí'neesh'áah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
LEGISLATIVE BRANCH						
S1C1. I will recognize the Diné traditional law. S1C1. Diyin Bits'áádéé' Bee haz'áanii – Diné Traditional Law: Diné bibeehaz'áanii shíł beehózin dooleef.	LBPO1. I will recognize the local council delegate.	I can recognize the local council delegate.	Create	Write Show Design Create	Office of Navajo Government. <u>The Navajo Nation Government</u> . 2002 Edition. Window Rock, AZ. Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government</u> .	responsibilities, chapter representing, powers
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Apply	Practice Draw, Show Use	Window Rock, AZ.	
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
LBPOá. Béesh Baah dahsi'ání baa ákonisin dooleeł.	Béesh Baah dahsi'ání baa ákonisin.		Áshłééh	Binahji' É'eshłééh		
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshłééh			
			Bik'i' diishtiit			
		Bénáshniit				
LBP02. I will identify ways the council delegates make rules.	I can identify the ways the council delegates make rules.		Create	Write Show Design Create	<u>Navajo Nation Government: Treaty of 1868.</u> Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.	resolutions, laws, legislative process, powers, roles, responsibilities
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss		

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Retell		
			Remember	Listen Recite Recall Know		
LBP04. Béesh Baah dahsi'ani bee haz'aanii ádeił'inigi át'éego baa ákonisin dooleet.	Béesh Baah dahsi'ani bee haz'aanii ádeił'inigi át'éego baa ákonisin.		Áshlééh			
			Bí'neesh'aaah			
			Naashkaah			
			Bé'éshlééh			
			Bik'i' diishtiit			
		Bénáshniit				
LBP03. I will recognize the characteristics of a Council Delegate.	I can recognize the characteristics of a Council Delegate.		Create	Write Show Design Create	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ.	responsibilities, caring, considerate, respectful, understanding, listener, active
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
LBP03. Béesh Baahdahsi'ani bee	Béesh Baahdahsi'ani bee ba'ahódiinii baa		Áshlééh		Office of Diné Culture, Language and	
			Bí'neesh'aaah			

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	ba'ahódlíinii baa ákonisin dooleeł.	ákonisin.	Naashkaah		Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ.	
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
JUDICIAL BRANCH						
S1C1. I will recognize the Diné traditional law. S1C1. Diyin Bits'áádéé' Bee haz'áanii – Diné Traditional Law: Diné bibeehaz'áanii shił beehózin dooleeł.	JBP01. I will identify the Navajo Nation Chief Justice.	I can identify the Navajo Nation Chief Justice.	Create	Write Show Design Create	Posters Pictures Navajo Nation Organizational Chart of Leaders <u>Navajo Nation Government: Treaty of 1868</u> . Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	Judicial Branch, chief justice, court, laws, implements policies, supervise
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
JBP0á. Niwhiit'aah bił haz'ánigi binaat'áanii aláajj' dah sidáhígii baa ákonisin dooleeł.	Niwhiit'aah bił haz'ánigi binaat'áanii aláajj' dah sidáhígii baa ákonisin.		Áshlééh			
			Bí'neesh'áah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

		Bénáshniih			
JBPO2. I will recognize rules.	I can recognize rules.	Create	Write Show Design Create	Navajo Fundamental Law Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.	laws, rules, policies
		Evaluate	Choose Conclude Tell why Value		
		Analyze	Diagram Group Compare Relate		
		Apply	Practice Draw, Show Use		
		Understand	Observe Ask Discuss Retell		
		Remember	Listen Recite Recall Know		
JBPO2. Beehaz'áanii baa ákonisin dooleet.	Beehaz'áanii baa ákonisin.	Áshlééh			
		Bí'neesh'aah			
		Naashkaah			
		Bé'éshlééh			
		Bik'i' diishtiuh			
	Bénáshniih				
JBPO3. I will recognize the job qualifications of a Chief Justice.	I can recognize the job qualifications of a Chief Justice.	Create	Write Show Design Create	Navajo Nation <u>Government: Treaty of 1868.</u> Fundamental Law Office of Diné Culture,	Judicial Branch, qualifications, legal experience, speaks Dine language, knowledge of language, customs, traditions, court, judge
		Evaluate	Choose Conclude Tell why		

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Value	Language & Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.	
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	JBPO3. Nihwiit'aah bił haz'ánigi binaat'ánii aláajj' dah sidáhígíí adoodleełígíí baa ákonisin	Nihwiit'aah bił haz'ánigi binaat'ánii aláajj' dah sidáhígíí adoodleełígíí baa ákonisin.	Áshłééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshłééh			
			Bik'i' diishtiih			
			Bénáshniih			
SECURITY BRANCH						
S1C1. I will recognize the Diné traditional law. S1C1. Diyin Bits'áádéé' Bee haz'ánii – Diné Traditional Law: Diné bibeel'áanii shił beehózin dooleel.	SBP01. I will identify the local contact person in charge of emergencies.	I can identify the local contact person in charge of emergencies.	Create	Write Show Design Create	Navajo Police Dept. Local IHS Hospital Departments	police, dispatcher, local hospital or IHS, EMT, ER departments, Navajo Nation social worker, Navajo Nation CHR, chapter emergency personnel
			Evaluate	Choose Conclude Tell why Value	Navajo Nation CHR protocols	
			Analyze	Diagram Group Compare Relate		

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
SBP01. Ha'idéest'íí'jí bídahólnihígíí baa ákónisin dooleet.	Ha'idéest'íí'jí bídahólnihígíí baa ákónisi.		Áshlééh	Béé éshdlééh	Navajo Nation CHR protocols Fundamental Law (Nature's Law)	emergency, Home Care, chapter home liaison, EMT
			Bí'neesh'aah			
			Naashkaah			
			Bé'éshlééh			
			Bik'i' diishtiih			
SBP02. I will be aware of Safety procedures.	I can be aware of safety procedures.		Create	Write Show Design Create	Navajo Police Dept. Local IHS Hospital Departments	safety, procedures for: fire, accidents, crime, domestic violence, medical, weather, blackout
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss		

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Retell			
			Remember	Listen Recite Recall Know			
SBP02. Ha'idéest'íí' jí' bił haz'áníjí' bibee haz'áanii baa ákonisin dooleet.	Ha'idéest'íí' jí' bił haz'áníjí' bibee haz'áanii baa ákonisin.		Áshlééh				
			Bí'neesh'aah				
			Naashkaah				
			Bé'éshlééh				
			Bik'i' diishtiih				
			Bénáshniih				
SBP0 3. I will identify emergency resources in the community.	I can identify the emergency resources in the community.		Create	Write Show Design Create	Navajo Nation Government & Emergency Offices	IHS, hospital, ER department, local chapter, CHR personnel, NTUA for blackout, fire department, police department	
			Evaluate	Choose Conclude Tell why Value	Local Chapter services		
			Analyze	Diagram Group Compare Relate	Chapter Emergency Funds		
			Apply	Practice Draw, Show Use	IHS Hospital		
			Understand	Observe Ask Discuss Retell			
			Remember	Listen Recite Recall Know			
SBP03. Ha'idéest'íí' jí' da'iniishgóó baa	Ha'idéest'íí' jí' da'iniishgóó		Áshlééh				
			Bí'neesh'aah				

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	ákonisin dooleet.	baa ákonisin.	Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
CUSTOMARY LAW						
<p>S1C2. I will identify my life goals.</p> <p>S1C2. Náásgóó iiná bee ánisht'ée dooleefígíí bóhoosh'ááh.</p>	<p>P0. 1 I will recognize the value of positive self- esteem.</p>	<p>I can recognize the value of positive self-esteem.</p>	<p>Create</p>	<p>Write Show Design Create</p>	<p>Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.</p> <p>Miss Navajo <u>The Beauty Way.</u></p>	<p>origin of clan, self-identity, one's 4 clans, family, siblings, maternal and paternal grandparents, goal, love, care, helping, sharing, learning, kindness, respect, puberty rite</p>
			<p>Evaluate</p>	<p>Choose Conclude Tell why Value</p>		
			<p>Analyze</p>	<p>Diagram Group Compare Relate</p>		
			<p>Apply</p>	<p>Practice Draw, Show Use</p>		
			<p>Understand</p>	<p>Observe Ask Discuss Retell</p>		
			<p>Remember</p>	<p>Listen Recite Recall Know</p>		
<p>PO1. Ádił nishdlįgo bee chánaah nishłį dooleet.</p>	<p>Ádił nishdlįgo bee chánaah nishłį baa ákonisin.</p>		<p>Áshlééh</p>			
			<p>Bi'neesh'aaah</p>			
			<p>Naashkaah</p>			
			<p>Bé'eshlééh</p>			
			<p>Bik'i' diishtiih</p>			
<p>Bénáshniih</p>						
<p>P02. I will develop my</p>	<p>I can develop my</p>		<p>Create</p>	<p>Write</p>	<p>Office of Diné Culture,</p>	<p>Diné teachings and</p>

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	thoughts through Diné values.	thoughts through Diné values.		Show Design Create	Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.	values, T'áá hó Ajít'éego, thinking and practice, respecting self and others, nature, family, clan, kinship, reverence/praying, rising early, exercise, eating healthy, helpful	
			Evaluate	Choose Conclude Tell why Value			
			Analyze	Diagram Group Compare Relate			
			Apply	Practice Draw, Show Use			
			Understand	Observe Ask Discuss Retell			
			Remember	Listen Recite Recall Know			
P02. Dinék'ehjí na'nitin bee ó'hoosh'aah dooleet.	Diné'ehjí na'nitin bee ó'hoosh'aah.		Áshlééh				
			Bí'neesh'aah				
			Naashkaah				
			Bé'éshlééh				
			Bik'i' diishtiuh				
P03. I will develop and apply healthy lifestyle.	I can develop and apply healthy lifestyle.			Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.	practice safety, eating healthy, rising early, exercise, avoid drugs, alcohol, and smoking, obey & comply with parents' teachings, traditional teachings (i.e. puberty rite)	
		Evaluate	Choose Conclude Tell why Value				

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Analyze	Diagram Group Compare Relate	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture- Based Curriculum.</u> Window Rock, AZ.		
			Apply	Practice Draw, Show Use			
			Understand	Observe Ask Discuss Retell			
			Remember	Listen Recite Recall Know			
	P03. Shits'íis baa aháshyáago bee ánisht'ée dooleet.	Shits'íis baa aháshyáago bee ánisht'ée.	Áshlééh				
			Bí'neesh'ªah				
			Naashkaah				
			Bé'eshlééh				
			Bik'i' diishtiuh				
			Bénáshniuh				
NATURAL LAW							
S1C3. I will identify the process and importance of time.	PO1. I will identify the value of time of day.	I can identify the value of time of day.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóo Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.	sleep/rest time, breakfast, lunch dinner time, reverence time, family time, exercise/work out time, fun activities time with friends & siblings, visiting time with relatives, reading or studying time	
			Evaluate	Choose Conclude Tell why Value			
			Analyze	Diagram Group Compare Relate	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-</u>		
			Apply	Practice Draw,			

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Show Use	<u>Based Curriculum.</u> Window Rock, AZ.	
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	PO1. Tł'ée'go dóó jįigo hoolzhishígíí baa ákonisin dooleet.	Tł'ée'go dóó jįigo hoolzhish baa ákonizin.	Áshłééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshłééh			
			Bik'i' diishtiih			
			Bénáshniih			
	P02. I will recognize the responsibility and duties of the time of day.	I can recognize the responsibility and duties of time of day.	Create	Write Show Design Create	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.	responsibilities: prayer time, daily hygiene, healthy eating, chores, homework, sleep & rest, following rules, listening, following directions, education
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen		

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Recite Recall Know		
	P02. Hoolzhish bił hahodit'éhígíí baa ákonisin dooleeł.	Hoolzhish bił hahodit'éhígíí baa ákonisin.	Áshłééh Bí'neesh'aah Naashkaah Bé'эшłééh Bik'i' diishtiitih Bénáshniitih			
	P03. I will listen to stories of time, day, night, and seasons.	I can listen to stories of time, day, night, and seasons.	Create Evaluate Analyze Apply Understand Remember	Write Show Design Create Choose Conclude Tell why Value Diagram Group Compare Relate Practice Draw, Show Use Observe Ask Discuss Retell Listen Recite Recall Know	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ. <u>Navajo Studies Curriculum</u> .	winter stories: coyote, creation, The Twins, shoe game, star constellations, spring stories, summer stories, fall stories
	P03. Hoolzhish hahodit'éhígíí baa hane' baa ákonisin dooleeł.	Hoolzhish bił hahodit'éhígíí baa hane' baa ákonisin.	Áshłééh Bí'neesh'aah Naashkaah Bé'эшłééh			

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

		Bik'i' diishtiih				
		Bénáshniih				
COMMON LAW						
<p>S1C4. I will demonstrate to be a self-sufficient citizen with a positive attitude.</p> <p>S1C4. Siihasin dóó bee íináanii bee nahat'á shił bááhózin dooleeł.</p>	<p>P01. I will recognize my family values.</p>	<p>I can recognize my family values.</p>	<p>Create</p>	<p>Write Show Design Create</p>	<p>Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.</p> <p><u>Cultural Awareness.</u></p> <p>Clan & kinship system</p>	<p>Diné citizen, life, Diné philosophy & teachings, traditional principles, livelihood, livestock, cultural activities, family planning, physical activities, respect nature</p>
			<p>Evaluate</p>	<p>Choose Conclude Tell why Value</p>		
			<p>Analyze</p>	<p>Diagram Group Compare Relate</p>		
			<p>Apply</p>	<p>Practice Draw, Show Use</p>		
			<p>Understand</p>	<p>Observe Ask Discuss Retell</p>		
			<p>Remember</p>	<p>Listen Recite Recall Know</p>		
	<p>PO.1 She'é'ool'ijit dóó she'oodla' baa ákonisingo shił nilį dooleeł.</p>	<p>She'oodla' dóó she'oodla' baa ákonisingo shił nilį.</p>	<p>Áshlééh</p>			
			<p>Bí'neesh'aah</p>			
			<p>Naashkaah</p>			
			<p>Bé'éshlééh</p>			
			<p>Bik'i' diishtiih</p>			
	<p>Bénáshniih</p>					
<p>P02. I will follow directions.</p>	<p>I can follow directions.</p>	<p>Create</p>	<p>Write Show</p>	<p>Office of Diné Culture, Language & Community</p>	<p>receptive to Diné traditional teachings,</p>	

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Design Create	Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.	parents teachings, safety, self-respect, obeying family rules, school rules, nature laws
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	P02. Ak'ihonish'íigo naashá dooleeł.	Ák'ihonish'íigo naashá.	Áshlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'éshlééh			
			Bik'i' diishtih			
			Bénáshniih			
S1C4. I will demonstrate to be a self-sufficient citizen with a positive attitude. S1C4. Siihasin dóó bee iináanii bee nahat'á shił bááhózin dooleeł.	P03. I will show respect for myself.	I can show respect for myself.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.	greet others, clan, kinship, respect, considerate, courtesy, helpfulness, make good decisions, avoid drugs & alcohol, obey family rules, school rules, practice honesty, proper behavior
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group		
					Office of Diné Culture,	

**Second Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Compare Relate	Language and Community Services, American Indian Institute. <u>Diné Culture- Based Curriculum.</u> Window Rock, AZ.	
			Apply	Practice Draw, Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
P03. Ádił nishdlíigo naasháa dooleel.	Ádił nishdlíigo naasháa.		Áshlééh		Navajo Studies Curriculum. <u>Diné Culture Based Curriculum</u> Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.	
			Bí'neesh'áah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
		Bénáshniih				

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
EXECUTIVE BRANCH						
S1C1. I will recognize the Diné traditional law. S1C1. Diné bi beehaz'áanii shił beehózin dooleet.	EBPO1. I will identify the Navajo Nation President and Vice President.	I can identify the Navajo Nation and Vice President.	Create	Write Show Design Create	Office of Navajo Government. <u>The Navajo Nation Government</u> . 2002 Edition. Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> , Window Rock, AZ.	president, vice President, traditional law, Diné leader, roles, duties, responsibilities
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	EBPO1. Tségháhoodzánídi Diné binanit'a'i aláajji' dah síkehígíí baa ákonisin dooleet.	Tségháhoodzánídi Diné binanit'a'i Aláajji' dah síkehígíí baa ákonisin.	Áshlééh			
			Bi'neesh'ąah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiit			

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Bénáshniih			
	EBP02. I will recognize the executive branch.	I can recognize the executive branch.	Create	Write Show Design Create	Office of Navajo Government. <u>The Navajo Nation Government</u> . 2002 Edition. Window Rock, AZ. Fundamental Law	executive offices, responsibilities, roles, duties
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	EBP02. Adeihooghan baa ákonisin dooleeł.	Adeihooghan baa ákonisin.	Áshlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
		Bénáshniih				
S1C1. I will recognize the Diné traditional law. S1C1. Diné bi beehaz'áanii shił	EBP03. I will recognize the characteristics of a respectful leader.	I can recognize the characteristics of a Leader that is respected.	Create	Write Show Design Create	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window	leadership, respectful, trustworthy, honest, helpful, listens, active in position, speaks good Diné and English, eloquent, responsible
			Evaluate	Choose Conclude Tell why		

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

beehózin dooleet.				Value	Rock, AZ.	
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite, Recall Know		
EBP03. Naati'áanii ba'ahódlíinii yee át'éhígíí baa ákonisin dooleet.	Naat'áanii ba'ahódlíinii yee át'éhígíí baa ákonisin.	Áshlééh				
		Bí'neesh'ąah				
		Naashkaah				
		Bé'eshlééh				
		Bik'i' diishtiit				
		Bénáshniit				
EBPO4. I will recognize the duties of the executive branch.	I can recognize the duties of the executive branch.	Create	Write Show Design Create	Office of Navajo Government. <u>The Navajo Nation Government</u> . 2002 Edition. Window Rock, AZ.	executive branch conducts, supervise, articulate, coordinate, personnel, programs	
		Evaluate	Choose Conclude Tell why Value			
		Analyze	Diagram Group Compare			

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Relate			
			Apply	Practice Draw Show Use			
			Understand	Observe Ask Discuss Retell			
			Remember	Listen Recite Recall Know			
	EBP04. Adeihooghan binaanish ał'aan át'éego íí'ínígíí baa ákonizin dooleeł.	Adeihooghan binaanish ał'aan át'éego íí'ínígíí baa ákonizin.	Áshlééh				
			Bí'neesh'aah				
			Naashkaah				
			Bé'eshlééh				
			Bik'i' diishtiih				
			Bénáshniih				
LEGISLATIVE BRANCH							
S1C1. I will recognize the Diné traditional law. S1C1. Diné bi beehaz'áanii shił beehózin dooleeł.	LBPO1. I will recognize the local council delegate.	I can recognize the local council delegate.	Create	Write Show Design Create	Office of Navajo Government. <u>The Navajo Nation Government</u> . 2002 Edition. Window Rock, AZ.	role, responsibilities, leadership at chapter level, council delegate duties, serving the people, representing the people at meetings	
			Evaluate	Choose Conclude Tell why Value			
			Analyze	Diagram Group Compare Relate			
			Apply	Practice Draw Show Use			
			Understand	Observe Ask Discuss			

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Retell		
			Remember	Listen Recite Recall Know		
LBP01. Béesh Bąah dahsi'ání baa ákonisin dooleef.	Béesh Bąah dahsi'ání baa ákonisin.	Áshlééh	Binahjí' E'eshlééh			
		Bí'neesh'ąah				
		Naashkaah				
		Bé'eshlééh				
		Bik'i' diishtiit				
		Bénáshniit				
LBP02. I will identify ways the council delegates make rules.	I can identify the ways the council delegates make rules.	Create	Write Show Design Create	<u>Navajo Nation Government: Treaty of 1868.</u> Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.	local chapter representative, serves the needs of the people, collaborates w/ other council delegates, follow bi-laws, fundamental law	
		Evaluate	Choose Conclude Tell why Value			
		Analyze	Diagram Group Compare Relate			
		Apply	Practice Draw Show Use			
		Understand	Observe Ask Discuss Retell			
		Remember	Listen Recite Recall Know			
LBP02. Béesh Bąah dahsi'ání	Béesh Bąah dahsi'ání bee haz'áanii ádeit'ínigi	Áshlééh				
		Bí'neesh'ąah				

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	bee haz'áanii ádeił'ínígi át'éego baa ákonisin dooleeł.	át'éego baa ákonisin	Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
<p>S1C1. I will recognize the Diné traditional law.</p> <p>S1C1. Diné bi beehaz'áanii shił beehózin dooleeł.</p>	<p>LBP03. I will recognize the characteristics of a Council Delegate.</p>	<p>I can recognize the characteristics of a Council Delegate.</p>	Create	Write Show Design Create	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	<p>responsibilities, speaks good Diné and English, caring, considerate, eloquent, respectful, understanding, listens, active</p>
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	<p>LBP03. Béesh Baahdahsi'ání bee ba'ahódlíinii baa ákonisin dooleeł.</p>	<p>Béesh Baahdahsi'ání bee ba'ahódlíinii baa ákonisin.</p>	Ashlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
	<p>LBPO4. I will recognize the responsibilities</p>	<p>I can recognize the responsibilities of a Council Delegate.</p>	Create	Write Show Design Create	<p>Office of Diné Culture, Language and Community Services,</p>	<p>represents one or more chapter, coordinates with chapter official, assists with needs of the people,</p>

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	of a Council Delegate.		Evaluate	Choose Conclude Tell why Value	American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ. Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	supervise community service coordinator
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	LBPO4. Béesh Baah Dah si'ání binaanish íł'ínígí Baa ákonisin dooleet.	Béesh Baah Dah si'ání binaanish íł'ínígí baa ákonizin.	Áshlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
JUDICIAL BRANCH						
S1C1. I will recognize the Diné traditional law. S1C1. Diné bi beehaz'áanii shíł beehózin dooleet.	JBP01. I will identify the Navajo Nation Chief Justice.	I can identify the Navajo Nation Chief Justice.	Create	Write Show Design Create	Navajo Nation Organizational Chart of Leaders <u>Navajo Nation Government: Treaty of 1868</u> .	chief justice, court, laws, judicial, implements policies, supervise
			Evaluate	Choose Conclude Tell why Value	Posters	
			Analyze	Diagram Group Compare Relate	Pictures	

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Apply	Practice Draw Show Use	Office of Diné Culture, Language & Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.	
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
JBP01. Niwhiit'aah bił haz'ánigi binaat'áanii aláají' dah sidáhigii baa ákonisin dooleet.	Niwhiit'aah bił haz'ánigi binaat'áanii aláají' dah sidáhigii baa ákonisin.		Áshlééh			
			Bí'neesh'ąąh			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiit			
			Bénáshniit			
JBPO2. I will recognize rules.	I can recognize rules.		Create	Write Show Design Create	Navajo Fundamental Law	Navajo Nation laws, policies, rules, directions
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss		

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Retell Listen Recite Recall Know		
	JBPO2. Beehaz'áanii baa ákonisin dooleet.	Beehaz'áanii baa ákonisin.	Áshlééh Bí'neesh'áah Naashkaah Bé'eshlééh Bik'i' diishtiih Bénashniih			
S1C1. I will recognize the Diné traditional law. S1C1. Diné bi beehaz'áanii shif beehózin dooleet.	JBPO3. I will recognize the job qualifications of a Chief Justice.	I can recognize the job qualifications of a Chief Justice.	Create Evaluate Analyze Apply Understand Remember	Write Show Design Create Choose Conclude Tell why Value Diagram Group Compare Relate Practice Draw Show Use Observe Ask Discuss Retell Listen Recite Recall Know	<u>Navajo Nation Government; Treaty of 1868.</u> Navajo Fundamental Law	head of the Judicial Branch, implements policies, works with judges and court
	JBPO3.Nihwiit'aah bił haz'ánigi binaat'áanii	Nihwiit'aah bił haz'ánigi binaat'áanii	Áshlééh Bí'neesh'áah		<u>Navajo Nation Government; Treaty of</u>	

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	aláají' dah sidáhígíí adoodleelígíí baa ákonisin	aláají' dah sidáhígíí adoodleelígíí baa ákonisin.	Naashkaah		1868, Navajo Fundamental Law		
			Bé'eshlééh				
			Bik'i' diishtiit				
			Bénáshniit				
	JBPO4. I will recognize the duties the duties of being a Chief Justice.	I can recognize the duties the duties of being a Chief Justice.	Create	Write Show Design Create	<u>Navajo Nation Government; Treaty of 1868.</u>	supervises the Judicial Branch, prepares budget, implements policies	
			Evaluate	Choose Conclude Tell why Value	Navajo Fundamental Law		
			Analyze	Diagram Group Compare Relate			
			Apply	Practice Draw Show Use			
			Understand	Observe Ask Discuss Retell			
			Remember	Listen Recite Recall Know			
	JBPO4. Nihwiit'aah bił haz'ánigi binaat'áanii aláají' dah sidáhígíí binaanish baa ákonisin dooleel.	Nihwiit'aah bił haz'ánigi binaat'áanii aláají' dah sidáhígíí binaanish baa ákonisin.	Áshlééh				
			Bí'neesh'aał				
			Naashkaah				
			Bé'eshlééh				
			Bik'i' diishtiit				
			Bénáshniit				
SECURITY BRANCH							
S1C1. I will recognize	SBP01. I will identify	I can identify ways the	Create	Write	Division of Public Safety,	emergency,	

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

<p>the Diné traditional law.</p> <p>S1C1. Diné bi beehaz'áanii shił beehózin dooleef.</p>	<p>the local contact person in charge of emergencies.</p>	<p>local contact person in charge of emergencies.</p>		<p>Show Design Create</p>	<p>Navajo Police Dept. Local IHS hospital departments Navajo Nation CHR protocols Navajo Nation Fire Department</p>	<p>safety, protocols, contacts, EMT, ER, hospital, social worker, Navajo Nation CHR, chapter emergency personnel, emergency, home care, chapter home liaison</p>		
			Evaluate	<p>Choose Conclude Tell why Value</p>				
			Analyze	<p>Diagram Group Compare Relate</p>				
			Apply	<p>Practice Draw Show Use</p>				
			Understand	<p>Observe Ask Discuss Retell</p>				
			Remember	<p>Listen Recite Recall Know</p>				
	<p>SBP01. Ha'idéest'íí'ji bídahólnihígíí baa ákónisin dooleef.</p>	<p>Ha'idéest'íí'ji bídahólohígíí baa ákónisin.</p>	Áshlééh					
			Bí'neesh'aah					
			Naashkaah					
			Bé'eshlééh					
			Bik'i' diishtiit					
<p>SBP02. I will be aware of Safety procedures.</p>	<p>I can be aware of safety procedures.</p>	<p>Create</p>	<p>Write Show Design Create</p>	<p>Navajo Police Dept. Local IHS hospital departments Navajo Nation CHR protocols</p>	<p>safety procedures for: fire, accidents, crime, domestic violence, medical, weather, blackout</p>			
		Evaluate	<p>Choose Conclude Tell why Value</p>					

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Analyze	Diagram Group Compare Relate	NTUA Navajo Fundamental Law (Nature's Law)	
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	SBP02. Ha'idéest'íí'jí' bíł haz'áníjí' bibee haz'aanii baa ákonisin dooleet.	Ha'idéest'íí'jí' bíł haz'áníjí' bibee haz'aanii baa ákonisin.	Áshlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'éshlééh			
			Bik'i' diishtiit			
			Bénáshniit			
	SBP03. I will identify emergency resources in the community.	I can identify the emergency resources in the community.	Create	Write Show Design Create	Navajo Nation Government Emergency Offices	IHS, hospital, ER department, local chapter, CHR personnel, NTUA for blackout, fire department, police dept.
			Evaluate	Choose Conclude Tell why Value	Local chapter services Chapter emergency funds	
			Analyze	Diagram Group Compare Relate	IHS hospital Navajo Nation Police Department	
			Apply	Practice Draw Show Use		
			Understand	Observe		

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	SBP03. Ha'idéest'íí' jì' da'iníishgóó baa ákonisin dooleet.	Ha'idéest'íí' jì' da'iníishgóó baa ákonisin.	Áshlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'éshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
S1C1. I will recognize the Diné traditional law. S1C1. Diné bi beehaz'áanii shít beehózin dooleet.	SBP04. I will name the type of resources and their job title.	I can name the type of resources and their job title.	Create	Write Show Design Create	Navajo Nation Government Emergency Office Local chapter services Chapter emergency funds	CHR help, ER, ambulance, medical, repair power outage, fire department help, police assistance, mud/flood assistance
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	SBP04. Ha'idéest'íí'	Ha'idéest'íí' bíł	Áshlééh			

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	bił hasz'ááji' at'aan át'éhígíí dóó binaanishígíí baa ákonisin dooleef.	hasz'ááji' at'aan át'éhígíí dóó binaanishígíí baa ákonisin.	Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
CUSTOMARY LAW						
<p>S1C2. I will identify my life goals.</p> <p>S1C2. Náásgóó iiná bee ánisht'ée dooteefígíí bóhoosh'ááh.</p>	<p>P01. I will recognize the value of positive self-esteem.</p>	<p>I can recognize the value of positive self-esteem.</p>	Create	Write Show Design Create	<p>Office of Diné Culture, Language & Community Service. T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students. Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p>Miss Navajo Nation</p> <p><u>The Beauty Way</u>.</p>	<p>origin of clan, self-identity, one's é clans, family, siblings, maternal and paternal grandparents, goal, love, care, helping, sharing, learning, kindness, respect, puberty rite</p>
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	<p>P01. Ádił nishdlįgo bee chánah nishłį baa dooleef.</p>	<p>Ádił nishdlįgo bee chánah nishłį baa ákonisin.</p>	Áshlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
	P02. I will develop my	I can develop my	Create	Write	Office of Diné Culture,	Diné teachings and

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	thoughts through Diné values.	thoughts through Diné values.		Show Design Create	Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.	values, T'áá hó Ajít'éego thinking and practice, respecting self and others, nature, family, clan, kinship, reverence/praying, rising early, exercise, eating healthy, helpful
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
P02. Dinék'ehjí na'nitin bee ó'hoosh'aah dooleet.	Diné'ehjí na'nitin bee ó'hoosh'aah.	Áshlééh				
		Bí'neesh'aah				
		Naashkaah				
		Bé'eshlééh				
		Bik'i' diishtiih				
S1C2. I will identify my life goals. S1C2. Náásgóó iiná bee ánisht'ée dooteelígíí bóhoosh'ááh.	P03. I will develop and apply healthy lifestyle.	I can develop and apply healthy lifestyle.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.	practice safety, eating healthy, rising early, exercise, avoid drugs, alcohol, and smoking, obey and comply with parents' teachings, traditional teachings (i.e. puberty rite)
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram		

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Group Compare Relate	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ.	
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
P03. Shits'íis baa aháshyáago bee ánisht'ée dooleel.	Shits'íis baa aháshyáago bee ánisht'ée.		Áshlééh			
			Bi'neesh'aah			
			Naashkaah			
			Bé'éshlééh			
			Bik'i' diishtiit			
		Bénáshniit				
P04. I will demonstrate appropriate greetings.	I can demonstrate appropriate greetings.		Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: <u>Diné Cultural Content Standards for Students</u> . Window Rock, AZ.	greeting with a handshake, introduce self with the 4 clans, use kinship & clan relations terms for greeting
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe		

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	P04. K'é dishníigo naasháa dooleet.	K'édishníi dooleet.	Ashlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiit			
			Bénáshniit			
NATURAL LAW						
S1C3. I will identify the process and importance of time. S1C3. Hoolzhish baa hane'ígíí shił bééhózin dóó baa náháshne' dooleet.	PO1. I will identify the value of time of day.	I can identify the value of time of day.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. T'ááSháBik'ehgo Diné Bina'nitin dóó <u>Íhoo'aah: Diné Cultural Content Standards for Students</u> . Window Rock, AZ.	time, daytime activities, night time activities, dawn, morning, noon, evening, night, midnight, fall, winter, spring, summer activities, times, name moon phases, clock time
			Evaluate	Choose Conclude Tell why Value	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> . Window Rock, AZ.	
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell	Natural events using calendar	
			Remember	Listen Recite Recall Know		

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

	PO1. Tł'ée'go dóó jįigo hoolzhishígíí baa ákonisin dooleeł	Tł'ée'go dóó jįigo hoolzhish baa ákonizin.	Áshłééh			
			Bí'neesh'aał			
			Naashkaah			
			Bé'eshłééh			
			Bik'i' diishtiih			
			Bénáshniih			
	P02. I will recognize the responsibility and duties of the time of day.	I can recognize the responsibility and duties of time of day.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ. <u>Navajo Studies Curriculum.</u>	responsibilities: prayer time, daily hygiene, healthy eating, chores, homework, sleep and rest, following rules, listening
		Evaluate	Choose Conclude Tell why Value			
		Analyze	Diagram Group Compare Relate			
		Apply	Practice Draw Show Use			
		Understand	Observe Ask Discuss Retell			
		Remember	Listen Recite Recall Know			
	P02. Hoolzhish bit hahodit'éhígíí baa ákonisin dooleeł.	Hoolzhish bit hahodit'éhígíí baa ákonisin.	Áshłééh			
			Bí'neesh'aał			
			Naashkaah			
			Bé'eshłééh			
			Bik'i' diishtiih			
			Bénáshniih			
SIC3. I will identify the	P03. I will listen to	I can listen to stories of	Create	Write	Office of Diné Culture,	winter stories: coyote,

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

<p>process and importance of time.</p> <p>S1C3. Hoolzhish baa hane'ígíí shíł bééhózin dóó baa náháshne' dooleef.</p>	<p>stories of time, day, night, and seasons.</p>	<p>time, day, night, and seasons.</p>		<p>Show Design Create</p>	<p>Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.</p> <p><u>Navajo Studies Curriculum.</u></p>	<p>creation, Twins, shoe game, star constellations, spring stories, planting, summer stories, fall stories</p>
			Evaluate	<p>Choose Conclude Tell why Value</p>		
			Analyze	<p>Diagram Group Compare Relate</p>		
			Apply	<p>Practice Draw Show Use</p>		
			Understand	<p>Observe Ask Discuss Retell</p>		
			Remember	<p>Listen Recite Recall Know</p>		
<p>P03. Hoolzhish hahodit'éhígíí baa hane' baa ákonisin dooleef.</p>	<p>Hoolzhish bił hahodit'éhígíí baa hane' baa ákonisin.</p>	Áshlééh				
		Bí'neesh'aaah				
		Naashkaah				
		Bé'eshlééh				
		Bik'i' diishtiitih				
Bénáshniitih						
<p>P04. I will recognize the value and purpose of time.</p>	<p>I can recognize the value and purpose of time.</p>	Create	<p>Write Show Design Create</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.</p> <p>Navajo Studies</p>	<p>sleep/rest time, breakfast, lunch dinner time, reverence time, family time, exercise/work out time, fun activities time with friends and siblings, visiting time with relatives, reading or</p>	
		Evaluate	<p>Choose Conclude Tell why Value</p>			
		Analyze	<p>Diagram</p>			

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Group Compare Relate	<u>Curriculum.</u>	studying time
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	P04. Hoolzhish bił hahodit'éhígíí baa ákonisin dooleet.	Hoolzhish bił hahodit'éhígíí baa ákonisin.	Áshlééh			
			Bí'neesh'aah			
			Naashkaah			
			Bé'eshlééh			
			Bik'i' diishtiih			
			Bénáshniih			
COMMON LAW						
S1C4. I will demonstrate to be a self-sufficient citizen with a positive attitude. S1C4. Siihasin dóó bee ínáaii bee nahat'á shił bééhózin dooleet.	P01. I will recognize my family values.	I can recognize my family values.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students. Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window	Diné citizen, life, Diné philosophy and teachings, traditional principles, livelihood, livestock, cultural activities, family planning, physical activities, respect nature
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Understand	Observe Ask Discuss Retell	Rock, AZ. <u>Cultural Awareness.</u>		
			Remember	Listen Recite Recall Know	clan system chart, kinship diagram		
PO1. She'é'ool'ijí dóó she'oodlā' baa ákonisingo shił nilí dooleeł.	She'oodlā' dóó she'oodlā' baa ákonisingo shił nilí.		Áshłééh				
			Bí'neesh'ąąh				
			Naashkaah				
			Bé'éshłééh				
			Bik'i' diishtiih				
			Bénáshniih				
P02. I will follow directions.	I can follow directions.		Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ.	receptive to Diné traditional teachings, parents teachings, safety, self-respect, obeying family rules, school rules, nature laws	
			Evaluate	Choose Conclude Tell why Value			
			Analyze	Diagram Group Compare Relate	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.		
			Apply	Practice Draw Show Use			
			Understand	Observe Ask Discuss Retell			
	Remember	Listen					

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

				Recite Recall Know		
	P02. Ak'ihonish'íigo naashá dooleet	Ák'ihonish'íigo naashá	Áshlééh Bí'neesh'áah Naashkaah Bé'eshlééh Bik'i' diishtiih Bénáshniih			
S1C4. I will demonstrate to be a self-sufficient citizen with a positive attitude. S1C4. Siihasin dóó bee íináaii bee nahat'á shił bééhózin dooleet.	P03. I will show respect for myself.	I show respect for myself.	Create	Write Show Design Create	Office of Diné Culture, Language & Community Service. <u>T'ááSháBik'ehgo Diné Bina'nitin dóó Íhoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.	greet others, respect, considerate, courteous, helpfulness, make good decisions, avoid drugs and alcohol, obey family rules, school rules, practice honesty, proper behavior
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	P03. Ádił nishdlíigo naasháa dooleet.	Ádił nishdlíigo naasháa.	Áshlééh Bí'neesh'áah Bí'neesh'áah Bé'eshlééh Bik'i' diishtiih			

**Third Grade Diné Government Unwrapped Standards
Timeline: Quarters 1-4**

			Bénáshniih			
	P04. I will identify and recognize clan relationship.	I will identify and relationship.	Create	Write Show Design Create	<u>Navajo Studies Curriculum.</u> Office of Diné Culture, Language & Community Service. T'ááSháBik'ehgo <u>Diné Bina'nitin dóó Ihoo'aah: Diné Cultural Content Standards for Students.</u> Window Rock, AZ. Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum.</u> Window Rock, AZ.	practice greeting others with clan and kinship terms, know your 4 clans and their origins
			Evaluate	Choose Conclude Tell why Value		
			Analyze	Diagram Group Compare Relate		
			Apply	Practice Draw Show Use		
			Understand	Observe Ask Discuss Retell		
			Remember	Listen Recite Recall Know		
	P04. K'é baa ákonisin dooleet.	K'é baa ákonisin.	Ashlééh			
			Bí'neesh'aah			
			Bí'neesh'aah			
			Bé'eshlééh			
			Bik'i' diishtiuh			
			Bénáshniih			

K-3rd Diné Government Content Map

Kindergarten Diné Government Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
S1C1EBPO1 (3 weeks)	S1C1SBPO1 (4.5 weeks)	S1C3PO1 (9 weeks)	S1C4PO1 (9 weeks)
S1C1LBPO1 (3 weeks)	S1C2PO1 (4.5 weeks)		
S1C1JBPO1 (3 weeks)			

First Grade Diné Government Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
S1C1EBPO2 (3 weeks)	S1C1SBPO2 (4.5 weeks)	S1C3PO2 (9 weeks)	S1C4PO2 (9 weeks)
S1C1LBPO2 (3 weeks)	S1C2PO2 (4.5 weeks)		
S1C1JBPO2 (3 weeks)			

Second Grade Diné Government Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
S1C1EBPO3 (3 weeks)	S1C1SBPO3 (4.5 weeks)	S1C3PO3 (9 weeks)	S1C4PO3 (9 weeks)
S1C1LBPO3 (3 weeks)	S1C2PO3 (4.5 weeks)		
S1C1JBPO3 (3 weeks)			

Third Grade Diné Government Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
S1C1EBPO4 (3 weeks)	S1C1SBPO4 (4.5 weeks)	S1C3PO4 (9 weeks)	S1C4PO4 (9 weeks)
S1C1LBPO4 (3 weeks)	S1C2PO4 (4.5 weeks)		
S1C1JBPO4 (3 weeks)			

Kindergarten Diné Government Content Map

Primary Resource: Diné Culture-Based Curriculum

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	Presidents	Identify Navajo Nation President and Vice President	<p>Introduce the current Navajo Nation President and Vice President as Naat'áanii. Use Navajo Nation Council poster picture.</p> <p>Identify leaders' responsibilities (Naat'áanii ha'át'íí iyisíí binaanishígíí).</p> <p>Explain how we show respect for our leaders (Naat'áanii hoł nilí).</p>	Teacher made assessment (oral)	<p>Navajo Nation President and Vice President posters</p> <p><u>Diné Culture-Based Curriculum.</u> pg. 223-224</p> <p><u>The Navajo Nation Government.</u> pg. 9-10</p>	<p>Poster of current Navajo Nation President & Vice President</p> <p><u>Navajo Nation Government.</u> P.18-21</p> <p><u>Curriculum Guide for Diné History and Government</u></p>	<p>Organization Chart from Navajo Nation web site</p> <p>Collect & share articles on current Navajo Nation President</p> <p>Navajo Times</p>	DCGC1PO1 AZS3P04 NMIIIAP01 UTSS-S21e
Qtr. 1	U.S. Presidents	Presidents	<p>Introduce the current U.S. President and Vice President as leaders. Discuss the roles.</p> <p>Discuss why we have leaders (home, schools, state, and country).</p> <p>Describe one/two responsibilities of the U.S. President and Vice President.</p> <p>Compare two of these leader roles: U.S. President, NN President, School Superintendent, Principal, and Student Council President. Use a Venn diagram.</p>	Harcourt Social Studies: Kindergarten Unit Test 2	<p>Harcourt Social Studies, pg. 18-19</p> <p>Internet: www.harcourt.school.com/ss1</p>	<p>Harcourt (1.) Social Studies RTI – Social Studies Reading Support</p>	<p>Social Studies ELL – Success for English Learners, p.10-13</p> <p>Resources: Big Book: Express Path , pg. 16</p>	AZS3P04 NMIIIA:K1 NMIIIB:1.1 UTSS-S21e DCGC1PO1

Kindergarten Diné Government Content Map

Qtr.1	Council Delegate	Recognition of local Council Delegate	<p>Identify the current local Council Delegate from the Navajo Nation Council poster.</p> <p>Discuss Council Delegates' duties: making laws for the Navajo Nation. Compare this with making rules in the classroom.</p> <p>Describe how the council delegates represent the people at the local chapter.</p> <p>Interpret the Navajo Nation organizational chart.</p>	<p>Teacher made assessment (oral)</p> <p>Presentation by Counsel Delegate and retell</p> <p>Oral discussion using organization chart</p>	<p><u>Navajo Nation Government.</u> pg. 18, 26</p> <p><u>Diné Culture-Based Curriculum.</u> Naayéék'ehgo Nanitin, pg. 206</p>	<p>The current Navajo Nation Council poster</p> <p><u>The Navajo Nation Government.</u> p.14 & 19</p> <p><u>Navajo Nation Government.</u> pg. 18</p>	<p><u>The Navajo Nation Government.</u> p.14 & 19</p> <p>Invite a Council Delegate to present on duties of a council delegate.</p>	DCGC1P01 AZS3C1P04e NMIIIAP01 UT SS-S21e
Qtr. 1	Council Delegates	Compare Council Delegate to other leaders	<p>Identify the school principal as a leader of a school. Brainstorm what he/she does.</p> <p>Describe one-two duties of a school principal.</p> <p>Explain why we need a principal at a school.</p> <p>Compare the roles of the U.S. President, Navajo Nation President, and school principal.</p> <p>Brainstorm to compare the roles for similarities and differences using a graphic organizer.</p>	<p>Harcourt Social Studies, Unit 2 Test</p> <p>Brainstorm using graphic organizer (Oral)</p>	Harcourt Social Studies, Unit 2, pg. 16-17	Harcourt Social Studies: Read Aloud, pg. 106-107	Harcourt Social Studies: ELL English Language Learners	DCGC1P01 AZS3P04 NMIIIAP01 UT SS-S3C1P04e

Kindergarten Diné Government Content Map

Qtr. 2	Chief Justice	Navajo Nation Chief Justice	<p>Identify the Navajo Nation Chief Justice by name and picture.</p> <p>Use the Navajo Nation organizational chart to identify which branch the Chief Justice works with. Describe one duty that the Chief Justice is responsible for in the Navajo Nation Court.</p> <p>Explain why we need judges and courts.</p>	Teacher made assessment (oral) and rubric	<u>Diné Culture-Based Curriculum</u> , pg. 351-353, 211-212, 391	Current picture of Navajo Nation Council & Chief Justice	<u>The Navajo Nation Government</u> .	DCGC1PO1 AZS3P02c. NMIIIA:K1 NMIIIB:1.1 UTSS2.2e
Qtr 2.	Chief Justice	Navajo Nation Chief Justice	<p>Identify the current U.S. Chief Justice</p> <p>Recall the role of the Chief Justice in a court system.</p> <p>Discuss & role play Chief Justice's role in situation(s) at a school level.</p> <p>Discuss how problems can be solved using these steps: 1. Identify problem 2. Think of ways to fix it 3. Choose the best solution.</p> <p>Explain the process used for problem solving.</p>	Harcourt Social Studies, Unit Test 1	Harcourt Social Studies, pg. 54-56	Online site, U.S. Chief Justice	Harcourt Social Studies, Response to Intervention, p. 7-8	AZS3P02c. NMIIIA:K1 NMIIIB:1.1 UTSS2.2e DCGC1PO1

Kindergarten Diné Government Content Map

Qtr. 2	Emergency contact person	Emergency contact personnel	<p>Identify the emergency protocol in a rural area that has no access to a phone or electricity. Recount steps for contacting a person for medical emergencies (hospital).</p> <p>Describe protocol for contacting police personnel for emergency situation.</p> <p>Explain what to do and protocol for contacting a fire department in case of a fire.</p>	Teacher made assessment and rubric	Diné Culture-Based Curriculum. pg. 311-320	T'áá Shá Bik'ehgo Na'nit'in dóó Ihoo'aah. S1C R2	Invite a consultant to present on Fire Safety, EMT and Behavioral Health Dept. on being safe.	DCGC1PO1 AZS3P04 NMSIII-A1 UTS2.2b
Qtr. 2	Emergency contact person	Emergency contacts	<p>Identify the emergency departments that serve the people (police, hospitals, fire, etc.).</p> <p>Retell the protocol for contacting Police for emergencies (i.e., domestic violence, accidents, medical emergencies, etc.).</p> <p>Describe how fire department serves as contact for emergencies.</p> <p>Compare and contrast emergencies contacts in rural areas and cities.</p>	Harcourt Social Studies, Unit 3 Assessment	Harcourt Social Studies, Unit 3, pg. 22-29	Harcourt Social Studies, Unit 3 Lesson Invite a consultants to present on safety from Police, Behavioral Health, Fire and EMT	Harcourt Social Studies: ELL English Language Learners	AZS3P04c NMSIII-A1 UTS2.2b DCGC1PO1

Kindergarten Diné Government Content Map

Qtr. 3	Self Esteem	Positive Self Esteem	<p>Demonstrate the value of positive self esteem through use of family kinship terms (shimá, shizhé'é, shínaai, shádi, shitsilí, shideezhí).</p> <p>Introduce self by the 4 Diné clans to show pride.</p> <p>Create a family tree of immediate family with Diné kinship terms.</p> <p>Listen to a motivational speaker & discuss positive practices for developing self-esteem.</p>	Teacher made assessment (oral) and rubric	<p><u>Diné Culture-Based Curriculum.</u> pg. 311-320</p> <p><u>Navajo Studies Curriculum.</u> p.10-11</p>	<p>T'áa Shá Bik'ehgo Nahtin dóó Íhoo'aah, S4C R1, S3C R3, S3C R1, S2C R1 & R2</p>	<p><u>Navajo Concepts.</u> p. 1</p> <p><u>Navajo Studies Curriculum.</u> p. 10-12</p>	<p>DG CLC2P01 AZS3P03 NMSIID2 UTS2.P03</p>
Qtr. 3	Self Esteem	Positive Self Esteem	<p>Introduce self by acknowledging immediate and extended family using relationship terms.</p> <p>Discuss and identify ways to develop positive traits and character.</p> <p>Practice positive characters (cooperation, sharing, listening, taking turns, patriotism, and using kind words) in cooperative learning setting. Illustrate one positive character to share with peers.</p>	Unit 2 Assessment	Unit 2, Lesson 1 pg.19-20	Invite a consultant to present on positive self esteem and on Character Counts	<p>Response to Intervention Activity (Special needs)</p> <p>Reading: Why Character Counts?</p>	<p>AZS3P03 NMSIID2 UTS2.P03 DG CLC2P01</p>

Kindergarten Diné Government Content Map

Qtr. 3	Time of the Day	Value of time of the day	<p>Identify the value of using the sun for telling time of day (morning, noon, evening & night).</p> <p>Name an important activity that occurs at dawn, morning, noon, evening, and night.</p> <p>Share favorite time of the day and tell why.</p> <p>Create a schedule of time using a graphic organizer of daily activities.</p>	Teacher made assessment (oral) Pand rubric	<u>Navajo Studies Curriculum.</u> p. 61-65	<u>Diné Culture-Based Curriculum.</u> pg. 135-144	<u>T'áá Shá Bik'ehgo Nałnitin dóó Íhoo'aah.</u> S4CR2 P03, S3C R2P02	DGNLC3P01 AZS2C1P01 NMS1BI-D1. UTS1O1.b.
Qt. 4	Value of Time of the Day	Value of time of the day	<p>Identify the value of time of the day for activities (morning, noon, evening, and night) using clocks.</p> <p>Describe activities that occur at the different times of the day at home and at school correlating with clock times.</p> <p>Discuss time by seasons (winter, fall, spring, & summer) and activities that occur corresponding to the months or calendar.</p> <p>Explain how things change from day to day, week to week, month to month and year to year.</p>	Harcourt Social Studies, Unit 5 Assessment	Harcourt Social Studies, Unit 5: Time Goes By	Harcourt Social Studies, Unit 5: Chart & Graph Project with Time, pg. 55 Read: <i>And Suddenly Spring</i> , pg. 53	RTI and ELL, Unit 5, pg. 298	AZS2C1P01 DGNLC3P01 NMS1BI-D1. UTS1O1.b.

Kindergarten Diné Government Content Map

Qtr. 4	Family Values	Family Values	<p>Identify the family to be the most valuable (shimá, shizhé'é, bił háájéé')</p> <p>Describe the value of kinship and clan (K'é).</p> <p>Discuss how a home is valued (hooghan has'áagi).</p> <p>Share the value of Diné traditional teachings (abínídáá' nida'aldeeh, doo hoł hóyée da, etc.)</p> <p>Describe how the family history is valued.</p> <p>Discuss that everyone has a family heritage and ancestors.</p> <p>Share the family heritage using stories, songs, and drawings.</p> <p>Explain how a family's culture can contribute to its heritage.</p>	<p>Teacher made assessment and rubric</p> <p>Harcourt Social Studies, Lesson 3 Assessment</p>	<p><u>Diné Culture-Based Curriculum.</u> pg. 73-81, 55-63</p> <p>Harcourt Social Studies, pg. 74</p>	<p><u>T'áa Shá Bik'ehgo Nałitín dóó Íhoo'aah.</u> S4C R1, S5C R1, S3C R3</p> <p>Harcourt Social Studies, pg. 382, T.E.</p>	<p>Invite a consultant to present on <i>The Significance of Family and Clanship</i></p> <p>Harcourt Social Studies, RTI and ELL</p>	<p>DG CLC4P01 AZS3C1P05, 2NNMBII-C1. UTS1P01a-d.</p>
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First Grade Diné Government Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr.1	Executive Branch	Executive Branch Laws	<p>Identify the role or responsibilities of the Executive Branch within the Navajo Nation Government.</p> <p>Describe how the Executive Branch enacted or carryout the laws; as in a home laws control daily living.</p> <p>Illustrate how laws and rules are used in a Diné teaching (Doo ajilthoshgo ha'a'aa da, doo ajiniida, doo ajil'ij da)</p> <p>Explain how rules and laws learned from home affect life at school.</p> <p>Introduce AZ Safety Laws as safety and order for the people.</p> <p>Describe how laws are enacted for citizens.</p> <p>Compare this to how laws are made for order in the home, school, & community.</p> <p>Pair/share to tell about how laws help in our communities.</p> <p>Explain and share what might happen if you do not follow rules or laws (not wearing seat belts,</p>	<p>Teacher made assessment & rubric</p> <p>Harcourt Social Unit Test, pg. 46-47</p>	<p><u>Navajo Nation Government</u>, pg. 18-20</p> <p>Harcourt Social Studies, pg. 18-19</p>	<p><u>The Navajo Nation Government</u>.</p> <p>Diné Culture-Based Curriculum, <i>Naayéé' Baa Hane'</i>, pg. 211-221</p> <p>Resource book: Law and Order</p> <p>Harcourt Social Studies, pg. 32-33</p>	<p>Navajo Nation web site: Organization Chart</p> <p>Harcourt Social Studies, Express Path</p> <p>Internet: www.harcourt school.com</p>	<p>DCGC1PO1, PO2 UTSS2O1a,b AZS3P02c NMS3-AP01</p>

First Grade Diné Government Content Map

			disobeying road signs, disobeying playground rules, playing with fire).					
Qtr. 1	Making Rules	Council Delegate making rules	<p>Identify the duties of the council delegates.</p> <p>Compare Council Delegate enacting rules to local Student Council enacting rules.</p> <p>Describe how the rules are passed (school handbook rules).</p> <p>Explain the need for rules in schools, (i.e., no bullying, absenteeism, tardy, playing ground rules, dress code).</p>	Teacher-made assessment	<u>Navajo Nation Government.</u> pg. 24-25	<u>The Navajo Nation Government.</u> pg. 16	School handbook: Rules	DCGC1P01 AZS3C4P02c NMSIII-AP01 UTSS2O1e.
Qtr. 1	Making Rules	Making rules (Council Delegates)	<p>Identify who makes the rules for: schools, home, transportation, sports, games, fishing, hunting, etc.</p> <p>Discuss why rules are necessary; web w/graphic organizer and discuss.</p> <p>Describe how rules are followed at school: recess, cafeteria, hallways, classrooms, library computer lab, and on the bus).</p> <p>Explain consequences for not following rules in different situations.</p>	Unit Test Harcourt Social Studies, pg. 44-45	Harcourt Social Studies, pg. 18-19	<p>Invite a Police Officer to speak to children about law enforcement and who makes the laws.</p> <p>Harcourt Social Studies, pg. 32-33</p>	<p>Harcourt Social Studies, Express Path</p> <p>Internet: www.harcourt school.com</p>	AZS3C4P02c NM CGSIII-A1. UTSS2O1e. DCGC1P01

First Grade Diné Government Content Map

Qtr. 2	Rules	Recognizing rules	<p>Identify what rules are (Bee Haz'áanii).</p> <p>Share what rules at home (hooghandi bee haz'áanii).</p> <p>Discuss Diné cultural teachings rules that are practice every day in order to live in harmony with the environment (T'áá hó ájít'éego, doo ájiniida, dóó ájít'íi da, etc...).</p> <p>Appreciate rules for keeping us safe at home, school, on the road, and in community.</p> <p>Identify what rules are and distinguish from laws.</p> <p>Share rules at home, at schools, at sport events, on the road, driving, etc.)</p> <p>Explain how rules establish order and provide safety</p> <p>Compare living without rules verses having rules. Play a game without rules and one with rules. Discuss experiences and opinions. Discuss and identify what safety and procedures means.</p>	Teacher made Assessment & Rubric	Diné Culture Based Curriculum Pg. 206-207	<p><u>T'áá Shá Bik'ehgo Dine Bi Na'nitin dóó Ihoo'aah.</u> SC R2</p> <p><u>Diné Culture-Based Curriculum.</u> <i>Naayéé' Baa Hane'</i>, pg. 211-221</p>	Elder consultant presentation on: Diné Oral Teaching and Philosophy (Dóó Ájiniida, Doo Ájít'íi da)	DCGC1PO2 DCGC1PO1 AZS3C3 NMSIII-AP01 UTSS2O1b-e.
	Safety	Safety Procedures	<p>Rehearse the procedures for getting help in case of fire, accident, intruder, and domestic violence.</p>	Harcourt Social Studies Unit Test 1 Assessment pg. 46-47	Harcourt Social Studies Text pg. 16-19	Harcourt Social Studies Text pg. 16-19	Consultant: Police Officer to speak to children about law enforcement & who makes the laws	DCGC1PO1 AZS3P04 NMIIIAP01 UTSS2O1b-e.
			Teacher made Assessment & Rubric (Oral Activity)	T'áá Shá Bik'ehgo Diné Bina'nitin dóó Ihoo'aah, SIC R2	Consultants on Safety & Procedures, Fire Department,	Navajo Nation Fundamental Law (Naayéé'jí Bee Haz'áani)	DGC1P01 AZS3P04 NMSIII-A1.	

First Grade Diné Government Content Map

			Discuss safety precautions around electrical outlets, fire, and cooking. Use graphic organizer for different hazard situations.			Police Department, Medical Health (hospital)		UTS2P02d.
	Safety		Explain the importance of following safety precaution and procedures.					
		Awareness of Safety Procedures	Identify the purpose for understanding safety procedures. Retell in sequence safety procedures for a house fire. Describe reporting a home (emergency) situation in proper sequence. Explain how best to respond to accidents at home.	Harcourt Social Studies, Unit 1 Test, pg. 44-45	Harcourt Social Studies Pg. 16-19	RTI, Reading Support/ Intervention pg. 6-9	ELL, English Language, pg. 6-9	AZS3P04 DGC1P01 NMSIII-A1. UTS2P02d
Qtr. 3	Thoughts through Diné Values	Thoughts through Diné Values	Discuss thoughts through Diné values (T'áá hó ájit'éeego lá' hooníif). Describe the thoughts through Diné value of staying healthy and fit by working and exercising based on Dine teachings. Give reasons for the thoughts through Diné value of being kind and helpful (Jijooba' dóó áká' aníjilwogo). Explain the thoughts through Diné value of teachings about thinking ahead (hazhó'ó ádá	Teacher made assessment and Rubric	Diné Culture Base- Curriculum. pg. 49-53, 41-47	T'áá Sháa Bik'ehgo Diné Bina'nitin dóó Íhoo'aah. S2C R1, S3C R1, S3C R2	Navajo Studies Curriculum. pg. 11-12, 20-21,51-61	DG C2P02 AZS3P02a. NMIII-D2b. UTS2P01d.

First Grade Diné Government Content Map

			nitsidzíkées).						
Qtr. 3	Values	Develop Values	<p>Describe what it means to be a responsible citizen and character development.</p> <p>Describe ways to show respect for peers, adults, elders, self, and country.</p> <p>Explain how to help classmates, family members, friends, and others to develop values.</p>	Harcourt Social Studies, Unit 2-3 Assessment	Harcourt Social Studies, Unit 1, pg. 6, Unit 2, pg. 19, Unit 3, pg. 33	Harcourt Social Studies Practice and Extend Lessons and Activities, Units 1, 2, & 3	Harcourt Social Studies, ELL & RTI Lessons	<p>Reading: <i>A Busy Day at Mr. Kang's Store</i></p>	AZS3P02a. NMIII-D2b. UTS2P01d. DG C2P02
Qtr. 3	Responsibility	Responsibility and duties of the day	<p>Graph different ways of respecting rules to develop values for good citizenship.</p> <p>Accomplish daily responsibility of doing chores at home or homework at school.</p> <p>Practice daily the responsibility of getting dressed, groomed, and good hygiene. Share the responsibility of helping others (shideezhí, shitsilí, shimásání, shicheii, shinálí, shik'is, shimá) on a daily basis.</p> <p>Explain the responsibility of practicing Diné traditional teachings about lifelong learning (Abínidáá' náázdiinah, náásdiilwo', doo hoł hó yée'da).</p>	<p>Teacher Made Assessment</p> <p>Use journal entry to show completed tasks.</p>	<u>Diné Culture-Based Curriculum.</u> <i>Naayéé'</i> <i>BaaHane'</i> , pg. 267-273	<u>T'áá Sháa</u> <u>Bik'ehgo Diné</u> <u>Bina'nitin dóo</u> <u>Íhoo'aah.</u> S2C R1	Navajo Common Law (T'áá hó ájit'éego t'éiyá ła' hooni)	DG C2P02 AZS3P02a. NMIII-D2b. UTS2P01d.	

First Grade Diné Government Content Map

Qtr. 3	Duties of the day	Responsibility and duties of the day	<p>Carry out daily routines, chores, and rules in school to show responsibility.</p> <p>Perform safety for self and peers to show responsibility.</p> <p>Practice making good decisions by applying problem solving steps.</p> <p>Explain how to be responsible learner at school and home.</p>	Harcourt Social Studies, Unit 2 & 3 Assessment	Harcourt Social Studies, Unit 3, pg. 27-28, 33-34	Harcourt Social Studies, Unit 2, pg. 5-9, 19-20	Harcourt Social Studies, Unit 2-3 RTI & ELL	AZS3P02a. NMIII-D2b. UTS2P01d. DG C2P02
Qtr. 4	Following Direction	Following Directions	<p>Identify what directions means (Bik'ehgo í'doolníłgíí).</p> <p>Discuss following directions and giving directions.</p> <p>Share listed situations.</p> <p>Explain why it's necessary to follow directions at home and at school.</p> <p>Compare and contrast following directions verses not following directions. Students will divide into groups to play games. One group will have clear directions and the other group will not have directions. Students will share their experience.</p>	Teacher Made Assessment (Oral Language)	<u>Diné Culture-Based Curriculum.</u> pg. 141-147	<u>T'áá Sháa Bik'ehgo Diné Bina'nitin dóó Íhoo'aah.</u> S2C R1 P03	<u>T'áá Sháa Bik'ehgo Diné Bina'nitin dóó Íhoo'aah.</u> S1C R2 p0 3	DGC4P02 AZS3C4P02b. NMSBIII UTS1P02b

First Grade Diné Government Content Map

Qtr. 4	Following Direction	Following Directions	<p>Define the meaning of directions by playing a simple game by making a corn shape cut-out.</p> <p>Discuss the importance of following directions.</p> <p>Compare following directions verses not following directions for performing a task.</p> <p>Explain to a partner why we follow directions while performing tasks, (chores, homework, cooking, building things, weaving, butchering etc...)</p>	Harcourt Social Studies, Unit 1 & 2 Assessment	Harcourt Social Studies, Unit 1	Harcourt Social Studies, Unit 1, 2	Harcourt Social Studies, Unit 1-2 RTI & ELL	AZS3C4P02b. NMSBIII-AK2 UTS1P02b DGC4P02
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Second Grade Diné Government Content Map

Primary Resource: *Diné Culture Based-Curriculum*, Resources: *Harcourt Social Studies Text, 2nd Grade*

Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	
Qtr.1	Respectful Leader	Characteristics of a Respectful Leader	<p>Identify ways to show respect for people in Diné culture.</p> <p>Discuss and brainstorm traits of a respectful leader</p> <p>Describe a significant characteristic of a respectful leader.</p> <p>Compare characteristics of current Diné leaders and the past traditional leaders who weren't educated.</p>	Teacher made assessment	<u>Diné- Culture Based Curriculum.</u>	T'áá Shá Bik'ehgo <u>Diné Bina'nitin</u> <u>Bihoo'aah.</u>	Navajo Nation web site: Organization Chart	DG C1P03 AZS3C4P04 NMCGBIII-B2
	Respectful Leader	Characteristics of Respectful Leader	<p>Identify what respect means by having students brainstorm and list how to show respect.</p> <p>Describe one/ two ways a leaders shows respect to his people.</p> <p>Discuss whom the mayor, governor, and the president are leaders of.</p> <p>Explain characteristics people value in the leader they vote for.</p>	Harcourt, Social Studies, Unit Test 3 Assessment	Harcourt, Social Studies, Unit 2, pg. 24	Harcourt, Social Studies, RTI: Reading Support Intervention, pg. 10-13	Harcourt, Social Studies: English Language Learners, pg. 10-13	AZS3C4P04 NMCGBIII-B2 DGC1P03
	Counsel Delegate	Characteristics of a respected Counsel Delegate	<p>Define and discuss word "respected" (hoł ilį). List students' input on a chart to use and refer back to.</p>	Teacher made assessment	<u>Diné -Culture Base Curriculum.</u>	<u>Navajo Nation Government.</u>	Navajo Nation web site: Organization Chart	DCGC1P03 AZS3C2P02c NMCGBIIIC2 UTSS

Second Grade Diné Government Content Map

			<p>Identify ways we show respect for our parents and grandparents.</p> <p>Interview some adults to list characteristics of a Navajo Tribal Counsel Delegate.</p> <p>Compare characteristics of respect we display for our parents or elders to characteristics of a respected leader.</p>					
			<p>Identify what “characteristics” and “respected” means through discussions.</p> <p>Discuss the duties of leaders: Council Delegate, City Mayor, State Governor, and U.S. President. Use a graphic organizer to list their duties.</p> <p>Describe characteristics of respected leaders (helpful, respectful, fair, make good decisions, lead & have teamwork) .</p> <p>Explain what leaders do to make sure the people follow the laws and to achieve goals.</p>	Harcourt Social Studies, Unit1 Assessment	Harcourt Social Studies, Unit 1 lesson 3	Harcourt Social Studies, RTI: Reading Support Intervention, pg. 6-9	Harcourt Social Studies, English Language Learners, pg. 6-9	AZS3C2P02c NMCGBIIC2 UTSS DCGC1P03
Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	
Qtr. 2	Chief Justice	Job Qualifications of Chief Justice	Identify the branch the Chief Justice works with.	Teacher made assessment Unit 1, Lesson 4	<u>Diné Culture-Base Curriculum.</u>		Navajo Nation web site: Organization Chart	DCGC1P03 AZS3C2P02 NMCGBIIC-B:2

Second Grade Diné Government Content Map

			Describe the duties of the Judicial Branch.					
			Describe the role the Chief Justice has with the Supreme Court and the Judicial Branch.					
			Explain how the three branches work together to make, carryout laws, and judge laws.					
Chief Justice	Job qualifications of Chief Justice	Identify the job descriptions of U.S. Government Chief Justice	Describe the duties of the Chief Justice and the Judicial Branch.	Harcourt Social Studies Assessment, Unit 1, Lesson 4 Teacher made assessment	Harcourt Social Studies, Unit 1, Lesson 4	Harcourt Social Studies, RTI, Reading Support Intervention, pg. 14-17	Harcourt Social: English Language Learners pg. 14-17	AZS3C2P02 DCGC1P03 NMCGBIII-B:2
		Discuss how the Judicial Branch checks and makes sure the laws that are passed are fair.	Explain how the three branches of the government work together for the people.					
Emergency Resources	Emergency Resources in the community	Identify and define “Emergency resources”. Provide examples.	Discuss and web different types of emergency situations at the chapter level (mud, snow, flood, drought, water shortage, and fire)	Teacher made assessment	<u>Diné Culture-Base Curriculum.</u>	Local Police Department, Emergency Assistance	Local Chapter Emergency Resources	DCG C1P03 AZS5C1P03 NMEBIV-A2

Second Grade Diné Government Content Map

			Categorize emergency situations with agencies that will assist with resources					
	Emergency Resources	Emergency Resources	<p>Discuss what “resources” mean in case of Emergency situations.</p> <p>Identify local government agencies that provide resources for the people in case of fire, crime, and medical emergencies.</p> <p>List state government agencies that provide resources for state road, highway repairs, food, and shelter.</p> <p>Explain how the community and state government take care of citizens using emergency resources.</p>	Harcourt Social Studies Unit 1, Lesson 5 Assessment	Harcourt Social Studies, Unit 1, Lesson 5	Harcourt Social Studies, RTI, Reading Support Intervention, pg. 18-21	Harcourt Social Studies, RTI, Reading Support Intervention, pg. 18-21	AZS5C1P03 NMEBIV-A2 DCG C1P03
Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	
Qtr. 3	Healthy Life Style	Develop Healthy Life Style	<p>Identify what healthy life style means (Shits’iis baa áhshyá).</p> <p>Describe the characteristics of a healthy life style.</p> <p>Discuss ways to develop a healthy life style.</p>	Teacher made assessment	<u>Diné Culture - Based Curriculum.</u> pg. 49-51, 83-85	<u>T’áá Shá Bik’ehgo Dine Bí Na’nitin</u> <u>dóó Íhoo’aah.</u>	<u>Navajo Studies Curriculum.</u> (3 rd Gr., K’è)	DCG C2P03 AZS3C4P02 NMGSIIIBII-E2

Second Grade Diné Government Content Map

		<p>Compare a healthy and an unhealthy life style using a graphic organizer.</p> <p>Identify what healthy life style means in the Western culture.</p> <p>Discuss eating habits of a healthy conscientious person.</p> <p>Describe physical activities of a healthy person.</p> <p>Conclude ways to develop and apply a healthy lifestyle.</p>					
Listen to stories of time	Listen to stories of time, day, night, and seasons	<p>Identify why time is very important.</p> <p>Discuss and share four things that happened in students' lives from pre-school to 2nd grade.</p> <p>Explain why Diné tell cultural stories (coyote, star constellations, The Twins, & others) in the winter and conduct various cultural activities during a certain season.</p> <p>Listen to a story from the time of the long walk and retell why it is valuable to know these stories and carry it on.</p>	Teacher made assessment	<u>Diné Culture-Based Curriculum.</u>	<u>T'áá Shá Bik'ehgo Dine Bí Na'nitin dóó Íhoo'aah.</u>	<u>Navajo Studies Curriculum.</u> (3 rd Gr., K'é)	DCG C3P03 AZS1C1P01 NMHBI-C2 UTSS
Listen to stories of time	Listen to stories of time,	Identify what timeline is using American history.	Harcourt Social Studies, Unit 4,	Harcourt Social Studies, Unit 4,	Harcourt Social Studies, Unit 4,	Harcourt Social Studies, Unit 4,	AZS1C1P01 NMHBI-C2

Second Grade Diné Government Content Map

	day, time and seasons	<p>Create a time line that shows important events in their lives in sequential order. Students will tell about their timeline story boards.</p> <p>Read a time of events from 1775 to 1790 from text book and identify the order in which they happened.</p> <p>Explain the importance of time as we learn about how families have changed over time through stories retold by families and books.</p>	Lesson 1 Assessment	Lesson 1	Lesson 1, RTI: Reading Support Intervention, pg. 65-68	Lesson 1, English Language Learners pg.65-68	UTSS DCGC3P03
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Primary Resource: Diné Culture Base-Curriculum, Resources: Harcourt Social Studies Text, Grade 2, Unit 4

Time	Unit	Content	Skills	Assessment	Lesson Plan			Standards
					Core	Supplement	Intervention	
Qtr. 4	Respect of self	Show respect for self	<p>Discuss what “Self Respect” means. Brainstorm together using a graphic organizer.</p> <p>Describe ways to demonstrate self-respect.</p> <p>Explain the significance of self-respect based on Diné teachings.</p>	Teacher made assessment	<u>Diné Culture-Based Curriculum.</u> pg. 291-297	<u>T’áá Shá Bik’ehgo</u> <u>Diné Bí Na’nitin</u> <u>dóó Íhoo’aah.</u> S3C R3, S3C R1		DCGC4P03 AZS3C4P01 NMCGBIII-D2 UTSS

Second Grade Diné Government Content Map

			Compare and contrast respecting one-self and disrespecting self.				
			<p>Discuss what “Self Respect” means.</p> <p>Discuss and retell how to demonstrate self-respect in a Diné culture, tradition, and family.</p> <p>Discuss “Character Counts” after reading the story about Amy Tan in Unit 5, pg. 244-245.</p> <p>Explain how self-respect is more than just respecting one- self but includes your culture, tradition, background, and language.</p>	Harcourt Social Studies, Unit Assessment	Harcourt Social Studies	Harcourt Social Studies	DCG C4P03 AZS3C4P01 NMCGBIII-D2 UTSS

Third Grade Diné Government Content Map

Primary Resource: *Diné Culture-Base Curriculum*

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	Executive Branch	Recognize duties of the Executive Branch Duties of Executive Branch	Identify the duties of the Executive Branch at the Navajo Nation level. Discuss the process the Executive Branch follows to carry out laws. Describe the types of laws the Executive Branch carries out to protect the people. Explain why we need the laws the Executive Branch carries out.	Teacher made assessment (oral)	<u>Diné Culture Based-Curriculum.</u> pg. 351-353	<u>Navajo Nation Government.</u> pg. 18-20	<u>The Navajo Nation Government.</u>	DG C1P04 AZS3C2P01a NMSIBI-A
			Review the structure of the Government and the Constitution. Discuss the three levels of branches of government (Executive, Legislative and Judicial). Identify the duties of the Executive Branch within U.S. Government. Explain how the Executive Branch works cooperatively with the other two branches to make laws and keep people safe.	Harcourt Social Studies, Unit 4 Lesson 1 Assessment	Harcourt, Social Studies, Unit 4, Lesson 1, RTI: Reading Support/ Intervention, pg. 102-105	<u>Navajo Nation Government.</u> English Language Learners, pg. 105-108	Navajo Nation Organization web site	AZS3C2P01a NMC3SIII-A3 DGC1P04
	Council Delegate	Recognize Responsibilities of a Council Delegate	Discuss and find out the number of Council Delegates how many chapters they currently	Teacher made assessment (Oral discussion)	<u>Diné Culture-Base Curriculum.</u> pg. 197-206	<u>Navajo Nation Government.</u> pg. 18-20	Navajo Nation web site: Organization Chart	DCGC1P04 AZS3C2P01b NMC3SIII-A3

Third Grade Diné Government Content Map

		<p>represent.</p> <p>Identify Council Delegates duties within his/her local chapter/s.</p> <p>Describe the duties of the Council Delegate within the NN.</p> <p>Explain the purpose for rules/laws made by the Council Delegates.</p>						
		<p>Identify the duties of the Council Delegate at the local chapter level.</p> <p>Discuss the three branches government and discover that that the Council Delegates are the Legislative Branch.</p> <p>Describe what each of the three Governing Branches' jobs is at the National level.</p> <p>Compare the structure of the U.S. Government and the Navajo Nation Government and cite similarities and differences.</p>	<p>Harcourt Social Studies Unit 4, Lesson 1 Assessment</p>	<p>Harcourt Social Studies, Unit 4, Lesson 1</p>	<p>The U.S. Government Organizational chart</p>	<p>Harcourt Social Studies, RTI: Reading Support Intervention, pg. 102-105</p>	<p>AZS3C2P01b NMC GSIII-A3 DCGC1P04</p>	
	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	

Third Grade Diné Government Content Map

Qtr. 2	Chief Justice Chief Justice's duties	Duties of Chief Justice	<p>Discuss and find out which branch the Chief Justice works with.</p> <p>Identify the duties of the Chief Justice within the Navajo Tribal Government.</p> <p>Describe one of the Chief Justice's duties within the Judicial Branch.</p> <p>Explain how a Chief Justice is selected for the job.</p>	Teacher made assessment (oral discussion)	<u>Diné Culture-Base Curriculum.</u> pg. 351-353	<u>Navajo Nation Government.</u> pg. 18-20	Navajo Nation web site: Organization Chart	DCGC1P04 AZS3C2P01c NMCGSIII-A3
			<p>Identify duties of the U.S. Chief Justice within the U.S. Government.</p> <p>Discuss how the Chief Justice is selected for his/her position within the Judicial Branch.</p> <p>Describe how the Chief Justice works with the other judges.</p> <p>Compare the U.S. Chief Justice's job with the Navajo Tribe's Chief Justice for similarities and differences.</p>	Harcourt Social Studies Unit 4, Lesson 3 Assessment	Harcourt Social Studies, Unit 4, Lesson 3	U.S. Government Organizational chart	Harcourt Social Studies, RTI: Reading Support Intervention, pg. 110-113	AZS3C2P01c NMCGSIII-A3 DCGC1P04
	Resources	Types of Resources and Title	<p>Identify what resource mean (Bee áká' anída'a wo'ígíí).</p> <p>Discuss types of emergency resources (medical) the local chapter offices provide, (CHR: home visits</p>	Teacher made assessment (oral)	<u>Diné Culture-Base Curriculum.</u> pg. 197-203	Local Police Department Emergency Assistance Protocol	Local Chapter Emergency Protocol Chapter CHR & Officials	DCGC1P04 AZS5C1P03 NMESIV-A3

Third Grade Diné Government Content Map

			to the elders) Describe an emergency service provided by the local chapter (grader to fix dirt roads, coal, firewood to elders and low income families). Identify services from the Diné Government, (i.e. emergency food, hay distribution during heavy snow, rain).						
			Identify what resources mean in the case of service provided. List services that the local government provides (i.e., fire department, police department, and education). Name some places for recreation provided by the local government, (i.e., parks, pool, and sports complex). Imagine a community without public works department (waste-water and trash)	Harcourt Social Studies, Unit 4, Lesson 2 Assessment	Harcourt Social Studies, Unit 4, Lesson 2	Harcourt Social Studies, Unit 4, Lesson 2, Reading Support Intervention pg. 106-109	Harcourt Social Studies, Unit 4, Lesson 2, English Language Learners, pg. 109-112	AZS5C1P03 NMESIV-A3 UTSS-DCG C1P04	
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards	
					Core	Supplement	Intervention		
Qtr.3	Greetings	Demonstrate Appropriate Greeting	Identify what “Greeting” means in the Diné culture (K’éznídzin). Describe the proper way of	Teacher made assessment	<u>Diné Culture-Based Curriculum.</u> pg. 49-53	<u>T’áá Shá Bik’ehgo Dine Bí Na’nitin dóó Íhoo’aah.</u> S3C R1, S2C R1	<u>Navajo Studies Curriculum.</u> K’ée, 3 rd Grade	DCG C2P04 AZS3C4P03 NMCGSIIB-3	

Third Grade Diné Government Content Map

		<p>“Greeting” a relative according to the Diné teachings.</p> <p>Discuss the difference in “Greeting” people you are meeting in public or meeting for the first time.</p> <p>Explain the purpose for greetings according to Diné teachings.</p>					
		<p>Identify what “Greeting” means.</p> <p>Discuss different ways people of different cultures greet others upon meeting for the first time.</p> <p>Explain the purpose of greeting in the Western culture or other cultures.</p> <p>Compare and contrast Western way of greeting with “Diné Greeting” using a Venn Diagram.</p>	Harcourt Social Studies, Unit 3 Assessment	Harcourt Social Studies, pg. 150-153 Read <i>A Place called Freedom</i> . Discuss how the family was greeted to begin a new life.	Harcourt Social Studies, pg.144-145 Read about the first settlers in 1627. Discuss how they were greeted by Native Americans and the first Thanksgiving story.	www.harcourtschool.com/ss1 for more information	AZS3C4P03 DCG C2P04 NMC GSIII B-3
Value of Time	Value and Purpose of Time	<p>Identify the meaning of “value” and “purpose.”</p> <p>Discuss the appropriate times for reverence or prayer according to Diné teachings.</p> <p>Explain the importance of time of the season for certain activities (i.e., planting, harvesting, breeding of sheep, coyote stories & ceremonies)</p>	Teacher made assessment (oral)	<u>Diné Culture-Based Curriculum</u> . pg. 17-27, 49-53	<u>T’áá Shá Bik’ehgo Dine Bí Na’nitin dóó Ihoo’aah</u> . S3C-R2, S3CR4	<u>Diné Culture-Based Curriculum</u> . <i>T’áá Shá Bik’ehgo Anoséél dóó Hózhógo Oodáál: Fourness</i> . pg. 135-139	DCG C3P04 AZS3C103 NMC GIII-B3

Third Grade Diné Government Content Map

			Compare the importance of time for a prayer and seasonal cultural activities in Diné and Western culture.					
			Identify what “value” and “purpose means. Describe the means or tool used to keep record of time and changes. Discuss different ways communities change and ways they stay the same. Compare pictures of communities and cities that changed over a decade in chapter 3 and explain the changes.	Harcourt Social Studies, Unit Test 3, Lesson 5	Harcourt Social Studies, <i>Our History Through Time</i> , Unit Test 3, Lesson 5	Harcourt Social Studies, <i>Time Line</i> , pg. 160-161	Harcourt Social Studies, <i>Fast Changes</i> , pg. 158-159	AZS3C1P03 NMCIII-B3 DCG C3P04
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr.4	Clan	Recognize Clan Relationship	Identify the significance of clan relationship for Diné people. Describe how clan relationship works using a clan chart. Introduce self to peers using the first four clans. Explain how you are related to someone in the classroom.	Teacher made assessment (oral)	<u>Diné Culture-Based Curriculum.</u> pg. 109-134	<u>T’áá Shá Bik’ehgo Dine Bí Na’nitin dóó Ihoo’aaah.</u> SIC R1, S2C R2	<u>Navajo Studies Curriculum.</u> <i>K’é</i>	DCG C4P04 AZS3C4P01 NMCIIIIB3
			Identify immediate family kinship terms used with the family.	Teacher made assessment	Harcourt Social Studies	Harcourt Social Studies	Harcourt Social Studies	AZS3C4P01 NMSCIIIIB3 DCGC4P04

Third Grade Diné Government Content Map

			<p>Describe how kinship relationship is different from clan relationship.</p> <p>Discuss the purpose for the clan relationship for Diné people.</p> <p>Explain how the clan system is like a governing of laws that Diné people abide by for marriage, cooperation, and maintain healthy relationships.</p>					
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**Deconstruction
of
K-3rd Diné History Standards**

**Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
S1C1. I will be able to understand cultural knowledge that has influenced my family. S1C1. Shicheii, shimásání dóó shináíí bina'nitin dóó be'iina' bóhwiideesh'ááí	PO3. I will describe present events.	I will describe present events.	Create	Imagine Construct Act Predict	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	freedom of religion, searches and seizures, rights to bear arms, rights of accused, amended
			Evaluate	Argue, Compare Debate Support	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	Navajo Nation Bill of Rights, rights,
			Analyze	Investigate Examine Calculate Organize	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	Treaty of 1868, legal, agents, reside
			Apply	Demonstrate Dramatize Produce Sequence	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	Treaty of 1868, US president, treaty, territory, signed, articles, agreement, treaty, insure civilization
			Understand	Explain Give examples Research Report	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	Long Walk, suffering, captives, hunger, livestock, travel, forced, enroute, Spaniards, tribes, faced, restored
			Remember	Choose Cite Describe	Office of Navajo Government Development, 4 th Edition,	Long Walk, Fort Defiance, agreed, leadership, US Calvary,

**Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4**

			Name	Navajo Nation Government Booklet. Window Rock, AZ.	Ft. Sumner
PO3. Dííshjį́idi ádahooníígíí baa ákonisin dooleet.	Dííshjį́idi dahooníígíí baa ákonisin dooleet.	Áshlééh	Hadilnééh	Office of Navajo Government Development, 4 th Edition, Navajo Nation Government Booklet. Window Rock, AZ.	freedom of religion, searches and seizures, rights to bear arms, rights of accused, amended
			Ajoot'į́ítígí		
			Ánizahdi dooleet sha'ashinígí		
		Bí'neesh'ą́ah	Kot'éeego nél'į́/baa nitsáhákees	Office of Navajo Government Development, 4 th Edition, Navajo Nation Government Booklet. Window Rock, AZ.	Navajo Nation Bill of Rights, rights
	Ánítsoگو baasaat hósį́idígí				
	Ánizahgo bit athaą́ah naa'nil				
		Naashkaah	Ánizahgo bik'iyádootihígí	Office of Navajo Government Development, 4 th Edition, Navajo Nation Government Booklet. Window Rock, AZ.	Treaty of 1868, legal, agents, reside
	Ánéelt'e'go áká'eelwodígí				
	Naniłkeeh				
			Ólyéi dóó ááh yilniinii yiki'į́'dooltah		
			Nahagizgo ahiididoozoh		
			Hazhó'ó hasht'é neiyiinil doo		

**Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4**

			Bé'eshłééh	Anáál áálníít Na'a'néego béé'álnééh Hadidoolníít Ałkéé'nininiít	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	Treaty of 1868, US president , treaty, territory, signed, articles, agreement, treaty, insure civilization
			Bik'i' diishtih	Íishjáni áálníít Hahó'ó yiskáago nihíł íishjáni ínileéh Naniłkeeh Baa hane'	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	Long Walk, suffering, captives, hunger, livestock, travel, forced, enroute, Spaniards, tribes, faced, restored
			Bénashniih	Bits'át'aah Bedeet'i' yaa halne' T'áa aníí' at'éijj yaa hodoohnih Wóji	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet</u> . Window Rock, AZ.	Long Walk, Fort Defiance, agreed, leadership, US Calvary, Ft. Sumner
<p>S1C2. I will understand historical events, people, and symbols with significant ties to my family.</p> <p>S1C2. É'ool'jiił nákéé' hane'igíí dóó ádahóót'jidiígíí dóó bee éedahózinigíí shił haz'ánigi baa ákonisin dooleeł.</p>	<p>PO3. I will identify my maternal clan and my extended family.</p>	<p>I will identify my maternal clan and my extended family.</p>	Create	Imagine Construct Act Predict	Mike Mitchell. <u>Origins of the Diné Clans</u> .	restrictions, life, rebirth, life cycle
			Evaluate	Argue Compare Debate Support	Mike Mitchell. <u>Origins of the Diné Clans</u> .	daughter in law, son in law, marriage, wedding, proposal, mature, maid
			Analyze	Investigate Examine Calculate Organize	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	daily chores, arrangements, consent
			Apply	Demonstrate Dramatize Produce Sequence	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	origins, bloodline, relatives, blood clan, clan group

Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4

			Understand	Explain Give examples Research Report	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	kinship, clanship, relations, immediate family, distant relatives
			Remember	Choose Cite Describe Name	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	father, mother, paternal, maternal grandparents, brother, sister
	PO3. Ádóone'é nishłínígíí dóó shik'éí baa ákonisin dooleet.	Ádóone'é nishłínígíí dóó shik'éí baa ákonisin dooleet.	Áshłééh	Hadilnééh Ajoot'įįhgi Ánizahdi dooleet sha'ashinigi Kot'éego nél'į/baa nitsáhákees	Mike Mitchell. <u>Origin of the Diné Clans</u> .	restrictions, life, rebirth, life cycle
			Bí'neesh'aah	Ániłtsogo baasaal hósįįdigi Ánizahgo bił athaah naa'nil Ánizahgo bik'iyádootihigi Ánéelt'e'go áká'eelwodigi	Mike Mitchell. <u>Origin of the Diné Clans</u> .	daughter in law, son in law, marriage, wedding, proposal, mature, maid
			Naashkaah	Naniłkeeh Ólyéi dóó ááh yilniini yiki'į'doottah Nahagizgo ahiididoozoh hazhó'ó hasht'é neiyiinil doo	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	daily chores, arrangements, consent
			Bé'eshłééh	Anáát áálníł Na'a'néego	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	origins, bloodline, relatives, blood clan, clan group

**Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				bée'álnééh Hadidoolníít, Atkéé'niníníít		
			Bik'i' diishtiit	Íishjáni áálníít Hahó'ó yiskáago nihít íishjáni inílééh Naniłkeeh Baa hane'	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	kinship, clanship, relations, immediate family, distant relatives
			Bénáshniit	Bits'át'aah Bedeet'i' yaa halne' T'áá aníi' at'éiji yaa hodoolnih Wóji	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	father, mother, paternal, maternal grandparents, brother, sister
S1C3. I will recognize historical events of other people that affect my family. S1C3. Shinaagóó kéédahat'inígíí be'é'ool'ijít dóó bina'nitin athidadéét'i'ígíí baa ákonisin dooleet.	PO3. I will know there are fifty states.	I will know there are fifty states.	Create	Imagine Construct Act Predict	National Geographic of the fifty states	world map
			Evaluate	Argue, Compare Debate Support	National Geographic of the fifty states	islands
			Analyze	Investigate Examine Calculate Organize	National Geographic of the fifty states	northern states
			Apply	Demonstrate Dramatize Produce Sequence	National Geographic of the fifty states	southern states
			Understand	Explain Give examples Research Report	National Geographic of the fifty states	western states
			Remember	Choose Cite	National Geographic of the fifty states	eastern states

**Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				Describe Name		
PO3. Kéyah ashdladiin bił hahoodzooígíí baa ákonisin dooleet.	Kéyah ashdladiin bił hahoodzooígíí baa ákonisin dooleet.	Áshlééh	Hadilnééh, Ajoot'ííłigi Ánizahdi dooleet sha'ashinigi Kot'éego nél'í/baa nitsáhákees	National Geographic of the fifty states	world map	
		Bi'neesh'ąąh	Áníłtsogo baasaal hósíıdígí Ánizahgo bił alhaąh naa'nil Ánizahgo bik'iyádootihigi Ánéelt'e'go áká'eelwodígí	National Geographic of the fifty states	islands	
		Naashkaah	Naniłkeeh Ólyei dóo ááh yilniinii yiki'í'dooltah Nahagizgo ahiididoozoh Hahó'ó hasht'é neiyiiníł doo	National Geographic of the fifty states	northern states	
		Bé'eshlééh	Anáał ááłníł Na'a'néego béé'álnééh Hadidoolníł Alkéé'ninínił	National Geographic of the fifty states	southern states	

**Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4**

			Bik'i' diishtiih	Iishjáni áalníít Hahó'ó yiskáago nihít íishjáni ínileéh Naniilkeeh, Baa hane'	National Geographic of the fifty states	western states
			Bénáshniih	Bits'át'aah Bedeet'i' yaa halne' T'áá aníí' at'éiji yaa hodoohnih Wóji	National Geographic of the fifty states	eastern states
<p>S1C4. I will understand time passage and chronology, specific to Diné culture and traditions.</p> <p>S1C4. Yoołkáát niliinii bináhidizííd dóó nináháááh nihee hólónígíí shít bééhózin dooleet.</p>	<p>PO3. I will recognize types of dwellings and structure relevant to time in Diné communities.</p>	<p>I will recognize types of dwellings and structure relevant to time in Diné communities.</p>	Create	Imagine Construct Act Predict	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u> Navajo Studies Curriculum.	ceremonies, clockwise, first man, first woman, legend
			Evaluate	Argue, Compare Debate Support	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	hoghan, sweathouse
			Analyze	Investigate Examine Calculate Organize	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	sweat lodge, łeeshtah, ch'é'étiin, hooghan bi'áadii, azhíih, alch'í' adeez'á, sahdii, tsin, hooghan bika'ii, hasht'ish, ch'iláyi', táchééh
			Apply	Demonstrate Dramatize Produce Sequence	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	male hoghan, female hoghan, dawn, blue sky, twilight, darkness
			Understand	Explain Give examples Research Report	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	Talking God, Harvest God, hoghan
			Remember	Choose	Mike Mitchell. <u>Origins of</u>	hoghan, shape, logs,

**Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				Cite Describe Name	<u>the Diné. First Hogan.</u>	fireplace, east, west, north, south, entrance, doorway
POS3. Hodeeyáádaá' dóo diishjijí' hooghan a'aaan ádaat'éego ádaalyaayígíí shíł bééhózin dooleet.	Hodeeyáádaá' dóo diishjijí' hooghan a'aaan ádaat'éego ádaalyaayígíí shíł bééhózin dooleet.	Áshlééh	Hadilnééh	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	ceremonies, clockwise, first man, first woman, legend	
			Ajoot'ijíigi			
			Ánizahdi dooleet			
			Sha'ashinigi			
Bí'neesh'aah	Ánítsoo baasaat hósijidígi	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	hoghan, sweathouse			
				Ánizahgo bit athaah naa'nil		
				Ánizahgo bik'iyádootihigi		
				Ánéelt'e'go áká'eelwodígi		
Naashkaah	Naniikeeh	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	sweat lodge, leeshtah, ch'é'étiin, hooghan bi'áadii, azhíih, alch'í' adeez'á, sahdii, tsin, hooghan bika'ii, hasht'ish, ch'iláyi', táchééh			
				Ólyéi dóo ááh yilnínii yiki'í doottah		
				Nahagizgo ahíididoozoh		
				hazhó'ó hasht'é neiyiiníil doo		
Bé'eshtlééh	Anáat áálníit	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	Male Hoghan, Female Hoghan, Dawn, Blue Sky, Twilight, Darkness			
				Na'a'néego béé'álnééh		
			Hadidoolníit			

Kindergarten Diné History Unwrapped Standards
Timeline: Quarters 1-4

				<p>Ałkéé'ninínił Íishjáni áálníł</p>		
			Bik'i' diishtih	<p>Hazhó'ó yiskáago nihit íishjáni ínlééh</p> <p>Naniłkeeh</p> <p>Baa hane'</p>	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	Talking God, Harvest God, hoghan
			Bénáshniih	<p>Bits'át'aah</p> <p>Bedeet'i' yaa halne'</p> <p>T'áá aníí' at'éjji yaa hodoohnih</p> <p>Wóji</p>	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	hoghan, shape, logs, fireplace, east, west, north, south, entrance, doorway

**First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
<p>S1C1. I will be able to understand cultural knowledge that has influenced my family.</p> <p>S1C1. Shicheii, shimásání dóó shináli bina'nitin dóó be'iina' bóhwiiideesh'ááí.</p>	<p>PO2. I will identify past and present Diné Leaders.</p>	<p>I will identify past and present Diné Leaders</p>	Create	<p>Arrange Construct Plan Predict</p>	<p>Henry Holt Company. <u>American President Series.</u></p>	<p>US leaders, president, vice president, President Obama, George Washington, William Clinton, John F. Kennedy</p>
			Evaluate	<p>Decide Determine Rate Recommend</p>	<p>Office of Navajo Government Development. <u>The Navajo Nation Government.</u> Window Rock, AZ.</p>	<p>Navajo Nation leaders, president, vice president, Rex Lee Jim, Ben Shelly, Joe Shirley Jr., Peter McDonald, Peterson Zah,</p>
			Analyze	<p>Categorize Classify Discover Question</p>	<p>Office of Navajo Government Development, 22nd Navajo Nation Council Posters</p>	<p>Chee Dodge, Deshna Clah Chischilly, Thomas Dodge, Henry Taliman Sr, Jacob C. Morgan, Sam Ahkeah, Paul Jones, etc...</p>
			Apply	<p>Illustrate Apply List Make</p>	<p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.</p>	<p>Community leaders, chapter officials, Johnny Naize, Milton Bluehouse, Thomas Atcity, Albert Hale, etc...</p>
			Understand	<p>Identify Describe Locate Tell</p>	<p>Office of Navajo Government Development. <u>Navajo Nation Government, 4th Edition.</u> Window Rock, AZ.</p>	<p>Navajo Chiefs, Godii Tsoh, Antonio El Pinto, Don Carlos, Narbona, Sandoval, Mariano Martinez, etc...</p>
			Remember	<p>Label List Locate Match</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum.</u></p>	<p>school teacher leaders, principal classroom leaders</p>

**First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

<p>PO2. Naat'áanii daazl'ée dóó diishjidi naat'áanii danilínígíí shil bééhózin dooleet.</p>	<p>Naat'áanii daazl'ée dóó diishjidi naat'áanii danilínígíí bée dahodeesjil.</p>	<p>Áshlééh</p>	<p>Hasht'e'ni'ii'níít</p> <p>Binahat'á</p> <p>Hadilnééh</p> <p>Ánizahgi dooleet sha'ashinigi</p> <p>Adceshníít</p>
		<p>Bí'neesh'aah</p>	<p>Bée hodoodzjilígíí</p> <p>Tséhodeeskéégo</p> <p>Ánizahgi ádoonítgí</p> <p>Sha'shingo ch'ét'á</p> <p>Ál'aan nidaajaah</p>
		<p>Naashkaah</p>	<p>Bééhózingo alts'aandaa'níil</p> <p>Neilkaahgo yaa ákonizjil</p>
		<p>Áshlééh</p>	<p>Ál'aan nidaajaah</p> <p>Bééhózingo alts'aandaa'níil</p> <p>Neilkaahgo yaa ákonizjil</p>
		<p>Bí'neesh'aah</p>	<p>Ál'aan nidaajaah</p> <p>Bééhózingo alts'aandaa'níil</p> <p>Neilkaahgo yaa ákonizjil</p>
		<p>Naashkaah</p>	<p>Yizhí bee bik'idiinííh</p>

**First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				Alkéé' dasdzoh Nadzogo atkéé'yi'nił Ałhedaalne'		
<p>S1C2. I will understand historical events, people, and symbols with significant ties to my family.</p> <p>S1C2. É'ool'ijit nákéé' hane'ígíí dóó ádahóót'ijidígíí dóó bee éédahózinígíí shił haz'ánígi baa ákonisin dooleel.</p>	<p>PO2. I will identify symbols of the Navajo Nation.</p>	<p>I will identify symbols of the Navajo Nation.</p>	<p>Create</p>	<p>Arrange, Construct Plan Predict</p>	<p><u>Cultural Lessons for Native American Students.</u></p> <p>Navajo Flag</p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ.</p> <p><u>A Book of History.</u></p> <p>Office of Navajo Government Development. <u>The Navajo Nation Government.</u> Window Rock, AZ.</p> <p>Georgiana Kennedy Simpson. <u>Navajo Ceremonial Basket-Sacred Symbols, Sacred Space.</u></p>	<p>Navajo Nation flag, arrowheads, great seal of NN, rainbow, sun, mountains, four directions, livestock, fifty states, Navajo Tribal Council, Jan 18, 1952, 48 points, industry</p> <p>United States flag, stars, stripes, anthem</p> <p>Arizona State flag, NM State flag</p> <p>map of Navajo Nation, boundaries, Hopi Nation, Four Corners</p> <p>colors, directions, mountains, clouds</p> <p>four sacred colors, four minerals, baskets</p>
			<p>Evaluate</p>	<p>Decide Determine Rate Recommend</p>		
			<p>Analyze</p>	<p>Categorize Classify Discover Question</p>		
			<p>Apply</p>	<p>Illustrate Apply List Make</p>		
			<p>Understand</p>	<p>Identify Describe Locate Tell</p>		
			<p>Remember</p>	<p>Label List Locate Match</p>		
<p>PO2. Diné bidahnaat'a'í dóó bibee í'diidliíd bee</p>	<p>Diné bidahnaat'a'í dóó bibee í'diidliíd bee éédahózinígíí baa ákonisin dooleel.</p>	<p>Áshlééh</p>	<p>Hasht'e'ni'ii'níif Binahat'á</p>	<p><u>Cultural Lessons for Native American Students.</u></p>	<p>Navajo Nation flag, arrowheads, great seal of Navajo Nation, rainbow,</p>	

**First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

éédahózinígíí baa ákonisin dooleet.			Hadílnééh Ánizahgi dooleet sha'ashinígíí Ádeeshníít	Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government.</u> Window Rock, AZ. The American flag <u>A Book of History.</u> Office of Navajo Government Development. <u>The Navajo Nation Government.</u> Window Rock, AZ. Georgiana Kennedy Simpson. <u>Navajo Ceremonial Basket-Sacred Symbols, Sacred Space.</u>	sun, mountains, four directions, livestock, fifty states, Navajo Tribal Council, Jan 18, 1952, 48 points, industry United States flag, stars, stripes, anthem Arizona State flag, NM State flag map of Navajo Nation boundaries, Hopi Nation, Four Corners colors, directions, clouds four sacred colors, four minerals, baskets
		Bí'neesh'áah	Béé hodoodzìílgíí Tsihodeskéégo Ánizahgi ádoonílgíí Sha'shingo ch'ét'á		
		Naashkaah	Ál'aan nidaajaah Bééhózingo ałts'aandaa'nil Neitkaahgo yaa ákonizizìih		
		Bé'éshtééh	Yaa halne'go neidoohch'áh Ye'doolíít Nadzogo ałkéé'yi'niít		
		Bik'i' diishtiìh	Ádoolníítgo Ánoolnin bee bééhózin T'áá aní' atéiji' yaa hodoolmìh Bik'i'niiááh Baa halne'		
		Bénáshniìh	Yizhí bee bik'idiimíih		

**First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				Ałkéé' dasdzoh Nadzogo ałkéé'yi'nił Ałhedaalne'		
<p>S1C3. I will recognize historical events of other people that affect my family.</p> <p>S1C3. Shinaagóó kéédahat'inigíí be'é'ool'jįł dóó bina'nitin ałhidadéet'i'igíí baa ákonisin dooleet.</p>	<p>PO2. I will name regional historical and factual events.</p>	<p>I will name regional historical and factual events.</p>	<p>Create</p>	<p>Arrange, Construct Plan Predict</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum.</u></p> <p><u>Cultural Lessons for Native American Students.</u></p> <p><u>Title IX-Indian Education Navajo Studies Curriculum.</u></p>	<p>abalone, black jet, turquoise, white shell, east, north, south, west</p> <p>black, turquoise, white, yellow</p> <p>Blanca Peak, Hesperus Peak, Mt. Taylor, San Francisco Peak</p> <p>winter and summer camps</p> <p>Spider Rock, Massacre Cave, Mummy Cave, rock, White House, ruins, location, services</p>
			<p>Evaluate</p>	<p>Decide Determine Rate Recommend</p>		
			<p>Analyze</p>	<p>Categorize Classify Discover Question</p>		
			<p>Apply</p>	<p>Illustrate Apply List Make</p>		
			<p>Understand</p>	<p>Identify Describe Locate Tell</p>		
			<p>Remember</p>	<p>Label List Locate Match</p>		
	<p>PO2. Nihikéyah bikáá' ádahóót'įdígíí baa ákonisin dooleet.</p>	<p>Nihikéyah bikáá' ádahóót'įdígíí baa ákonisin dooleet.</p>	<p>Áshlééh</p>	<p>Hasht'e'ni'ii'níł</p> <p>Binahat'á</p> <p>Hadílnééh</p> <p>Ánizahgi dooleet sha'ashinígí</p> <p>Adeeshníł</p>	<p><u>Cultural Lessons for Native American Students.</u></p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and</u></p>	<p>black jet, turquoise, white shell, east, north, south, west</p> <p>black, turquoise, white, yellow</p> <p>Blanca Peak, Hesperus Peak, Mt. Taylor,</p>
			<p>Bí'neesh'ąah</p>			

**First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				<p>Béé hodoodzjiiígíí Tsihodeeskéégo Ánizahgi ádooníílgí Sha' shingo ch'ét'á Ál'aan nidaajaah</p>	<p>Government. Window Rock, AZ. The American Flag <u>A Book of History.</u> Office of Navajo Government Development. <u>The Navajo Nation Government.</u> Window Rock, AZ.</p>	<p>San Francisco Peak winter and summer camps Spider Rock, Massacre Cave, Mummy Cave, rock White House Ruins, location, services</p>
			Naashkaah	<p>Bééhózingo ałts'aandaa'nil Neiikaahgo yaa ákonizjiih</p>	<p>Georgiana Kennedy Simpson. <u>Navajo Ceremonial Basket: Sacred Symbols, Sacred Space.</u></p>	
			Bé'eshlééh	<p>Yaa halne'go neidoohch'ah Ye'doolííł Nadzogo ałkéé'yi'nił</p>		
			Bik'i' diishtiih	<p>Ádoolnííłgo Ánoolnin bee bééhózin T'áa aníí' atéjji' yaa hodoohnih Bik'i'niiááh</p>		
			Bénáshniih	<p>Baa halne' Yízhí bee bik'idiinííh Ałkéé'dasdzoh Nadzogo ałkéé'yi'nił Alhedaalne'</p>		

First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4

<p>S1C4. I will understand time passage and chronology, specific to Diné culture and traditions.</p> <p>S1C4. Yoolkááł nilfinii bináhidiziíd dóó nináháhááh nihee hólónígíí shíł bééhózin dooleet.</p>	<p>PO2. I will identify how my grandparents kept track of time and seasons.</p>	<p>I will identify how my grandparents kept track of time and seasons.</p>	<p>Create</p>	<p>Arrange, Construct Plan Predict</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum.</u></p>	<p>monster, giant, First Woman, First Man, stars, year, sun, Pleiades, Orion, moon</p> <p>Corvus, coyote, emergence</p> <p>Milky Way, North Star, winter, fall, spring, universe</p> <p>Big Dipper, Casiopeia, Little Dipper</p> <p>Spider Woman, stick games, string, west</p> <p>big star, east, evening star, morning star</p>
			<p>Evaluate</p>	<p>Decide Determine Rate Recommend</p>		
			<p>Analyze</p>	<p>Categorize Classify Discover Question</p>		
			<p>Apply</p>	<p>Illustrate Apply List Make</p>		
			<p>Understand</p>	<p>Identify Describe Locate Tell</p>		
			<p>Remember</p>	<p>Label List Locate Match</p>		
	<p>PO2. Shicheii dóó shimásání yoolkááł dóó nináháhaah yee bíł bééhózinígíí baa ákonisin dooleet.</p>	<p>Shicheii dóó shimásání yoolkááł dóó nináháhaah yee bíł bééhózinígíí baa ákonisin dooleet.</p>	<p>Áshłééh</p>	<p>Hasht'e'ni'ii'níł Binahat'á Hadílnééh</p>		<p>monster, giant, First Woman, First Man, stars, year, sun, Pleiades, Orion, moon</p> <p>Corvus, coyote, emergence</p> <p>Milky Way, North Star, winter, fall, spring, universe</p> <p>Big Dipper, Cassiopeia, Little Dipper</p>
			<p>Bí'neesh'ąąh</p>	<p>Ánizahgi dooleet sha'ashinígíí Ádeeshníł Béé hodoodzììgíí Tsihodeeskéégo Ánizahgi ádoonígíí</p>		

**First Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				Sha'shingo ch'ét'á		Spider Woman, stick games, string, west
			Naashkaah	Ál'aan nidaajaah Bééhózingo aats'aandaa'nil Neilkaahgo yaa ákoniizjih		big star, east, evening star, morning star
			Bé'eshtééh	Yaa halne'go neidoohch'áh Ye'doolííł Nadzogo ałkéé' yi'nił Ádoolnííłgo		
			Bik'i' diishtiíh	Anoolnin bee béé hózin T'áá aníí' atéiji' yaa hodoohnił Bik'i'nii'ááh Baa halne'		
			Bénáshniíh	Yizhí bee bik'idiiniíh Ałkéé'dasdzoh Nadzogo ałkéé'yi'nił Athedaalne'		

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
<p>S1C1. I will be able to understand cultural knowledge that has influenced my family.</p> <p>S1C1. Shicheii, shimásání dóó shináí bina'nitin dóó be'iina' böhwiideesh'ááł</p>	<p>PO3. I will describe present events.</p>	<p>I will describe present events.</p>	<p align="center">Create</p>	<p>Imagine Construct Act Predict</p>	<p>Office of Navajo Government Development, 4th Edition, <u>Navajo Nation Government Booklet</u>. Window Rock, AZ.</p>	<p>freedom of religion, searches and seizures, rights to bear arms, rights of accused, amended</p>
			<p align="center">Evaluate</p>	<p>Argue Compare Debate Support</p>	<p>Office of Navajo Government Development, 4th Edition, <u>Navajo Nation Government Booklet</u>. Window Rock, AZ.</p>	<p>Navajo Nation Bill of Rights, rights,</p>
			<p align="center">Analyze</p>	<p>Investigate Examine Calculate Organize</p>	<p>Office of Navajo Government Development, 4th Edition, <u>Navajo Nation Government Booklet</u>. Window Rock, AZ.</p>	<p>Treaty of 1868, legal, agents, reside</p>
			<p align="center">Apply</p>	<p>Demonstrate Dramatize Produce Sequence</p>	<p>Office of Navajo Government Development, 4th Edition, <u>Navajo Nation Government Booklet</u>. Window Rock, AZ.</p>	<p>Treaty of 1868, US president, treaty, territory, signed, articles, agreement, treaty, insure civilization</p>
			<p align="center">Understand</p>	<p>Explain Give examples Research Report</p>	<p>Office of Navajo Government Development, 4th Edition, <u>Navajo Nation Government Booklet</u>. Window Rock, AZ.</p>	<p>Long Walk, suffering, captives, hunger, livestock, travel, forced, enroute, Spaniards, tribes, faced, restored</p>
			<p align="center">Remember</p>	<p>Choose Cite Describe</p>	<p>Office of Navajo Government Development, 4th Edition,</p>	<p>Long Walk, Fort Defiance, agreed, leadership, US Calvary,</p>

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

				Name	<u>Navajo Nation Government Booklet.</u> Window Rock, AZ.	Ft. Sumner			
PO3. Díishjį́di ádahooníłgíí baa ákonisin dooleet.	Díishjį́di dahooníłgíí baa ákonisin dooleet.	Áshlééh	Hadilnééh	Ajoot'į́łgí Ánizahdi dooleet sha'ashinígí Kot'éego néł/baa nitsahakees	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet.</u> Window Rock, AZ.	freedom of religion, searches and seizures, rights to bear arms, rights of accused, amended			
			Bi'neesh'ą́ah				Ánítsoگو baasaat hósį́dígí Ánizahgo bił ałhaą́ah naa'nil Ánizahgo bik'iyádootihígí Ánéelt'e'go áká'eelwodígí	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet.</u> Window Rock, AZ.	Navajo Nation Bill of Rights, rights
			Naashkaah				Naniłkeeh Ólyéi dóó ááh yilníńii yiki'i'doołtah Nahagizgo ahíididoozoh Hahzó'ó hasht'é neiyiiníil doo	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet.</u> Window Rock, AZ.	Treaty of 1868, legal, agents, reside

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

			Bé'éshtééh	Anááí áálnííł Na'a'néego béé'álnééh Hadidoolnííł Atkéé'niníniíł	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet.</u> Window Rock, AZ.	Treaty of 1868, US president , treaty, territory, signed, articles, agreement, treaty, insure civilization
			Bik'i' diishtiit	Íishjáni áálnííł Hazhó'ó yiskáago nihíł íishjáni ínílééh Naniłkeeh Baa hane'	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet.</u> Window Rock, AZ.	Long Walk, suffering, captives, hunger, livestock, travel, forced, enroute, Spaniards, tribes, faced, restored
			Bénáshniit	Bits'át'aah Bedeet'i' yaa halne' T'áá aníí' at'éiji yaa hodoolnih Wóji	Office of Navajo Government Development, 4 th Edition, <u>Navajo Nation Government Booklet.</u> Window Rock, AZ.	Long Walk, Fort Defiance, agreed, leadership, US Calvary, Ft. Sumner
S1C2. I will understand historical events, people, and symbols with significant ties to my family. S1C2. É'ool'ijíł nákéé' hane'ígíí dóó áadahóót'ijídígíí dóó bee éédahózinígíí shíł haz'ánígi baa ákonisin dooleel.	PO3. I will identify my maternal clan and my extended family.	I will identify my maternal clan and my extended family.	Create	Imagine Construct Act Predict	Mike Mitchell. <u>Origins of the Diné Clans.</u>	restrictions, life, rebirth, life cycle
			Evaluate	Argue Compare Debate Support	Mike Mitchell. <u>Origins of the Diné Clans.</u>	daughter in law, son in law, marriage, wedding, proposal, mature, maid
			Analyze	Investigate Examine Calculate Organize	Chinle Unified District No 24, <u>Navajo Studies Curriculum.</u> Chinle, AZ.	daily chores, arrangements, consent

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

			Apply	Demonstrate Dramatize Produce Sequence	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	origins, bloodline, relatives, blood clan, clan group
			Understand	Explain Give examples Research Report	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	kinship, clanship, relations, immediate family, distant relatives
			Remember	Choose Cite Describe Name	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	father, mother, paternal, maternal grandparents, brother, sister
	PO3. Ádóone'é nishlínígíí dóó shik'éí baa ákonisin dooleeł.	Ádóone'é nishlínígíí dóó shik'éí baa ákonisin dooleeł.	Áshlééh	Hadilnééh Ajoot'íłtigi Ánizahdi dooleeł sha'ashinigi Kot'éego néli/baa nitsahakees	Mike Mitchell. <u>Origin of the Diné Clans</u> .	restrictions, life, rebirth, life cycle
			Bí'neesh'aah	Áníłtsogo baasaat hósiłdigi Ánizahgo bił ałhaah naa'nil Ánizahgo bik'iyádootihigi Ánéelt'e'go áká'eelwodigi	Mike Mitchell. <u>Origin of the Diné Clans</u> .	daughter in law, son in law, marriage, wedding, proposal, mature, maid
			Naashkaah	Naniłkeeh Ólyéi dóó ááh yilníinii yiki'í' doołtah Nahagizgo ahídidoozoh hazhó'ó hasht'é	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> . Chinle, AZ.	daily chores, arrangements, consent

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

				neiyiinil doo		
			Bé'éshtééh	Anáál áálníít Na'a'néego béé'álnééh Hadidoolníít, Alkéé'ninííít	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> , Chinle, AZ.	origins, bloodline, relatives, blood clan, clan group
			Bik'i' diishtiit	Íishjáni áálníít Hahó'ó yiskáago nihít íishjáni ínílééh Naniłkeeh Baa hane'	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> , Chinle, AZ.	kinship, clanship, relations, immediate family, distant relatives
			Bénáshniit	Bits'át'aah Bedeet'i' yaa halne' T'áá aní' at'éiji yaa hodootnih Wóji	Chinle Unified District No 24, <u>Navajo Studies Curriculum</u> , Chinle, AZ.	father, mother, paternal, maternal grandparents, brother, sister
S1C3. I will recognize historical events of other people that affect my family.	PO3. I will know there are fifty states.	I will know there are fifty states.	Create	Imagine Construct Act Predict	National Geographic of the Fifty states	world map
S1C3. Shinaagóó kéédahat'ínígíí be'é'ool'ijí dóó bina'nitin ałhídadéét'i'ígíí baa ákonisin dooleet.			Evaluate	Argue Compare Debate Support	National Geographic of the Fifty states	islands
			Analyze	Investigate Examine Calculate Organize	National Geographic of the Fifty states	northern states
			Apply	Demonstrate Dramatize Produce	National Geographic of the Fifty states	southern states

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

				Sequence				
			Understand	Explain Give examples Research Report	National Geographic of the Fifty states	western states		
			Remember	Choose Cite Describe Name	National Geographic of the Fifty states	eastern states		
PO3. Kéyah ashdladiin bit hahoodzooígíí baa ákonisin dooleeł.	Kéyah ashdladiin bit hahoodzooígíí baa ákonisin dooleeł.	Áshłééh		Hadilnééh, Ajoot'ijíłgi Ánizahdi dooleeł sha'ashinígí Kot'éego néłí/baa nitsahakees	National Geographic of the Fifty states	world map		
			Bí'neesh'aah		Ánítsoگو baasaat hósijidígí Ánizahgo bit athaaah naa'nil Ánizahgo bik'iyádootihígí Ánéelt'e'go áká'eelwodígí	National Geographic of the Fifty states	islands	
				Naashkaah		Naniitkeeh Ólyéi dóo ááh yilnini yiki'i'dootah Nahagizgo ahiididoozoh Hahó'ó hasht'é neyiiníil doo	National Geographic of the Fifty states	northern states
					Bé'eshłééh		Anáát áálníít	National Geographic of the Fifty states

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

				Na'a'néego béé'álnééh Hadidooníít Alkéé'ninííít		
			Bik'i' diishtiit	Íishjáni áálníít Hahó'ó yiskáago nihiít íishjáni ínílééh Naniłkeeh, Baa hane'	National Geographic of the Fifty states	western states
			Bénashniit	Bits'át'aah Bedeet'i' yaa halne' T'áa aní' at'éiji yaa hodoonih Wóji	National Geographic of the Fifty states	eastern states
S1C4. I will understand time passage and chronology, specific to Diné culture and traditions.	PO3. I will recognize types of dwellings and structure relevant to time in Diné communities.	I will recognize types of dwellings and structure relevant to time in Diné communities.	Create	Imagine Construct Act Predict	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u> <u>Navajo Studies Curriculum.</u>	ceremonies, clockwise, first man, first woman, legend
S1C4. Yoołkááł niliinii bináhidiziíd dóó nináháhááh nihee hólónígíí shił bééhózin dooleet.			Evaluate	Argue Compare Debate Support	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	hoghan, sweathouse
			Analyze	Investigate Examine Calculate Organize	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	sweat lodge, leeshtah, ch'é'étiin, hooghan bi'áadii, azhiih, alch'ii' adeez'á, sahdii, tsin, hooghan bika'ii, hasht'ish, ch'íláyi', táchééh

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

			Apply	Demonstrate Dramatize Produce Sequence	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	male hoghan, female hoghan, dawn, blue sky, twilight, darkness	
			Understand	Explain Give examples Research Report	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	Talking God, Harvest God, hoghan	
			Remember	Choose Cite Describe Name	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	hoghan, shape, logs, fireplace, east, west, north, south, entrance, doorway	
POS3. Hodeeyáádáá' dóó diishjijji' hooghan ał'aan ádaat'éego ádaalyaayigíi shił bééhózin dooleet.	Hodeeyáádáá' dóó diishjijji' hooghan ał'aan ádaat'éego ádaalyaayigíi shił bééhózin dooleet.	Áshlééh		Hadilnééh Ajoot'ijigi Ánizahdi dooleet Sha'ashinigi Kot'éego néli/baa nitsahakees	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	ceremonies, clockwise, first man, first woman, legend	
			Bí'neesh'ąąh		Ánitsogo baasaat hósijidigi Ánizahgo bił ałhaąh naa'nil Ánizahgo bik'iyádootihigi Ánéelt'e'go áká'eelwodigí	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	hoghan, sweathouse
				Naashkaah		Naniłkeeh Ólyéi dóó ááh yilníinii yiki'í'doołtah Nahagizgo ahiididoozoh	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>

**Second Grade History Unwrapped Standards
Timeline: Quarters 1-4**

				hazhó'ó hasht'é neyiiniil doo		
			Bé'eshlééh	Anáát áálníít Na'a'néego béé'álnééh Hadidoolníít Alkéé'niníniít	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	Male Hoghan, Female Hoghan, Dawn, Blue Sky, Twilight, Darkness
			Bik'i' diishtiuh	Íishjání áálníít Hazhó'ó yiskáago nihít íishjání ínílééh Naniłkeeh Baa hane'	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	Talking God, Harvest God, hoghan
			Bénáshniih	Bits'át'aah Bedeet'i' yaa halne' T'áá aníí' at'éiji yaa hodoolmih Wóji	Mike Mitchell. <u>Origins of the Diné. First Hogan.</u>	hoghan, shape, logs, fireplace, east, west, north, south, entrance, doorway

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Action	Resource Correlation	Academic Vocabulary
<p>S1C1. I will be able to understand cultural knowledge that has influenced my family.</p> <p>S1C1. Shicheii, shimásání dóó shináí bina'nitin dóó be'iina' bóhwiideesh'ááł.</p>	<p>PO4. I will name, recall events, and dates relevant to my current family culture and traditions.</p>	<p>I will name, recall events and dates to my family culture and tradition.</p>	<p>Create</p>	<p>Combine Develop Improve Invent</p>	<p>American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window Rock, AZ.</p>	<p>common law, personal responsibilities, justice, restrictions, tradition, conventions, prohibitions, boundaries, self-discipline, moderation, identification</p>
			<p>Evaluate</p>	<p>Assess Criticize Defend Justify</p>	<p>American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&</p>	<p>protect, defend, rights, leaders, justice, sacred sites</p>
			<p>Analyze</p>	<p>Experiment Interpret Research Survey</p>	<p>American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&</p>	<p>medicine men, ceremonial, vandals, destroy, erosion of petroglyphs, responsibilities, protect</p>
			<p>Apply</p>	<p>Change, Experiment Solve Teach</p>	<p>American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window Rock, AZ.</p>	<p>war, peace, raids, slave, trading, traitors, adaptations,</p>
			<p>Understand</p>	<p>Calculate</p>	<p>American History &</p>	<p>petroglyphs, pictographs,</p>

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				Recognize Review Summarize	Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	potsherds, Gobernador, Delgadito, Largo Canyon, Blanco Canyon			
			Remember	Define Memorize Record Underline	Dinetah, An Early History of the Navajo People. American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	Dinetah, Pueblo, stone buildings, dwellings, Canada, migrate, Athapaskan bands			
PO4. Ałk'idáá' ádahóót'į́įdígíí dóó binahjí' na'nitin ádaat'éhígíí baa náháshne' dooleet.	Ałk'idáá' ádahóót'į́įdígíí dóó binahjí' na'nitin ádaat'éhígíí baa náháshne' dooleet.	Áshłééh	Ahí'nil ahíyiniíł	Hadílééh Hasht'enálnééh/ nák'aas Álnééh	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window Rock, AZ.	common law, personal responsibilities, justice, restrictions, tradition, conventions, prohibitions, boundaries, self-discipline, moderation, identification			
			Bí'neesh'aah				Át'éi nidoolkah Bí'neel'aah Ánizahgo bik'iyádootihígi T'óo bik'į́įgóo baa hane'	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	protect, defend, rights, Leaders, justice, sacred sites
			Naashkaah				Neiłkaahgo yaa ákoniizį́įh T'áa bí yaa	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	medicine men, ceremonial, vandals, destroy, erosion of petroglyphs,

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				nítsikeesk' ehgo yaa halne' Naniikaah Na'idíkid ha'dilnééh	source=timeline&	responsibilities, protect
			Bé'eshlééh	Lahgo át'éego ánáyoodhííł Neiikaego yinaalnish Naik'itséélkeego la'yoolííł Nát'áá nadíníítííł	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window Rock, AZ.	war, peace, raids, slave, trading, traitors, adaptations,
			Bik'i' diishtiik	Áłhiihdaadzo Bééhojoosijih Nát'áá' néidínool'ííł Yidóoltah dóo nát'áá' baa náhodoonih	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	petroglyphs, pictographs, potsherd, Gobernador, Delgadito, Largo Canyon, Blanco Canyon
			Bénáshniik	Íishjání álnééh Béénilniik Akáá'áálnííł Biyaa iidzoh	<u>Dinéah, An Early History of the Navajo People.</u> American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	Dinéah, Pueblo, stone buildings, dwellings, Canada, migrate, Athapaskan bands
S1C2. I will understand historical events, people, and symbols with significant ties to	PO4. I will name my maternal clan so I will be recognized	I will name my maternal clan so I will be recognized appropriately by people	Create	Combine Develop Improve Invent	Navajo Studies Curriculum.	different tribes, different clans, clan, Chiricuhua Apache

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

<p>my family. S1C2. É'ool'ijit nákéé' hane'igíí dóó ádahóót'ijidígíí dóó bee éédahózinígíí shił haz'ánigi baa ákonisin dooleeł.</p>	<p>appropriately by people related to me.</p>	<p>related to me.</p>	Evaluate	Assess Criticize Defend Justify	<u>Navajo Studies Curriculum.</u>	Zuni, Zia, Ute, Non-Indian, Mexican, Mescalero, Jemez, Hopi
			Analyze	Experiment Interpret Research Survey	<u>Navajo Studies Curriculum.</u>	anglicized, Ashkii, Bitoi, Desbaa', descent
			Apply	Change Experiment Solve Teach	<u>Navajo Studies Curriculum.</u>	Nakai, yízhí, occupation, trade, yazzie=yázhí
			Understand	Calculate Recognize Review Summarize	<u>Navajo Studies Curriculum.</u>	formed, maternal, paternal, changing woman, nishli, bashishchiin, dashicheii, dashinali
			Remember	Define Memorize Record Underline	<u>Navajo Studies Curriculum.</u>	kinship, clanship, clans
<p>PO4. Ádóone'é nishłínígíí bee k'é dishnigo shik'éei yee shéédahósín dooleeł.</p>	<p>Ádóone'é nishłínígíí bee k'é dishnigo shik'éei yee shéédahósín dooleeł.</p>	<p>Ádóone'é nishłínígíí bee k'é dishnigo shik'éei yee shéédahósín dooleeł.</p>	Áshłééh	Ahí'nil ahíyiniit Hadílééh, Hasht'enálnééh/ nák'aas Álnééh	<u>Navajo Studies Curriculum.</u>	different tribes, different clans, clan, Chiricuhua Apache
			Bí'neesh'aah	Át'éei Nidoolkah Bí'neel'aah Ánizahgo bik'iyádootihígi T'óó bik'ijigóó baa hane'	<u>Navajo Studies Curriculum.</u>	Zuni, Zia, Ute, Non-Indian, Mexican, Mescalero, Jemez, Hopi,
			Naashkaah	Neiłkaahgo yaa ákoniiizih	<u>Navajo Studies Curriculum.</u>	anglicized, Ashkii, Bitoi, Desbaa', descent

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				T'áá bí yaa nítsikeesk'ehgo yaa halne' Naniikaah Na'idíkid ha'dilnééh		
			Bé'эшлээh	Łahgo át'éego ánáyoodhíít Neiikaego yinaalnish Naik'itséélkeesgo ła' yoolíít Nát'áá nadiníítíít	<u>Navajo Studies Curriculum.</u>	Nakai, yízhí, occupation, trade, yazzie=yázhi
			Bik'i' diishtiih	Áłhiihdaadzo Bééhojoosíih Nát'áá' néidióol'íít Yidóoltah dóo nát'áá' baa náhodoonih	<u>Navajo Studies Curriculum.</u>	formed, maternal, paternal, Changing Woman, nishhí, báshishchíín, dashicheii, dashinálí
			Bénáshniih	Íishjání álnééh Béénilniih Akáá'áálniit Biyaa iidzoh	<u>Navajo Studies Curriculum.</u>	kinship, clanship, clans
S1C3. I will recognize historical events of other people that affect my family. S1C3. Shinaagóó kéédahat'inígíí be'é'ool'íít dóo bina'nitin	PO4. I will recognize the relationship of the historical and factual events.	I will recognize the relationship of the historical and factual events.	Create	Combine Develop Improve Invent	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services.	school, education, Treaty of 1868, petition 13 Articles, 17 council members, Delgadito, signatures, competent teachers, rights

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

a'ihídadéét'i'ígíí baa ákonisin dooleet.					Curriculum Guide for Diné History and Government. Window Rock, AZ.	
			Evaluate	Assess Criticize Defend Justify	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	Hubbell Trading Post
			Analyze	Experiment Interpret Research Survey	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	Manuelito, surrenders, treaty
			Apply	Change Experiment Solve Teach	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	Long Walk, forts, cavalry, guerilla warfare, manifest destiny, Colonel James Macrae Washington, motives, Zuni, governor, Manuelito, Barboncito, Kit Carson, Fort Sumner
			Understand	Calculate Recognize Review Summarize	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	1860-Attack on Fort Defiance
			Remember	Define Memorize Record Underline	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	Navajo/Apache arrive
PO4. Nahasdzáán dóó Diné bikéyah bił	Nahasdzáán dóó Diné bikéyah bił	Áshlééh	Ahíi'nil ahíyiinił	American History & Culture Timeline	school, education, Treaty of 1868, petition	

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

hadahwiisdzogó ádahóót'íidgo ałhídadéét'i'ígíí baa ákonisin dooleet.	hadahwiisdzogó ádahóót'íidgo ałhídadéét'i'ígíí baa ákonisin dooleet.		Hadiléeł Hasht'enálnéeh/ nák'ąaş Álnéeh	www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government, Window Rock. AZ.	13 Articles, 17 council members, Delgadito, signatures, competent teachers, rights
		Bí'neesh'ąąh	Át'éei nidoolkah Bí'neel'ąąh Ánızahgo bik'iyádootihígi T'óo bik'ijigóo baa hane'	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	Hubbell Trading Post
		Naashkaah	Neiłkaahgo yaa ákoniizijih T'áa bí yaa nítsíkeesk'ehgo yaa halne' Naniłkaah Na'idíkid ha'dilnéeh	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&	Manuelito, surrenders, treaty
		Bé'eshłéeh	Łahgo át'éeego ánáyoodłííł Neiłkego yinaalnish Naik'itséełkeesgo ła' yoolíł Nát'ąą nadíníłtíł	American History & Culture Timeline www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline& Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window	Long Walk, forts, cavalry, guerilla warfare, manifest destiny, Colonel James Macrae Washington, motives, Zuni, governor, Manuelito, Barboncito, Kit Carson, Fort Sumner

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

					Rock, AZ.	
			Bik'i' diishtiih	<p>Áłhiihdaadzo bééhojoošiih</p> <p>Nát'áá' néidinóol'íił</p> <p>Yídóoltaah dóo nát'áá' baa náhodoonih</p>	<p>American History & Culture Timeline www.fofweb.com/Onfiles/ Indian/Resultalltitles.asp? source=timeline&</p>	1860-Attack on Fort Defiance
			Bénáshniih	<p>Íishjáni álnééh</p> <p>Béénilniih</p> <p>Akáá'áalniit</p> <p>Biyaa iidzoh</p>	<p>American History & Culture Timeline www.fofweb.com/Onfiles/ Indian/Resultalltitles.asp? source=timeline&</p>	Navajo/Apache arrive
<p>S1C4. I will understand time passage and chronology, specific to Diné culture and traditions.</p> <p>S1C4– Yootkáát nilíinii bináhidizííid dóo nináháhááh nihee hólónígíí shił bééhózin dooleeł.</p>	<p>PO4. I will identify historical events in different eras.</p>	<p>I will identify historical events in different eras.</p>	Create	<p>Combine</p> <p>Develop</p> <p>Improve</p> <p>Invent</p>	<p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p>	<p>Colorado, Utah, , New Mexico, Arizona, states, ancestral lands, boarding schools, livestock reduction</p>
			Evaluate	<p>Assess</p> <p>Criticize</p> <p>Defend</p> <p>Justify</p>	<p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p>	<p>Pueblo Pintado, Torreon, Chaco Canyon, National Parks,</p>
			Analyze	<p>Experiment</p> <p>Interpret</p> <p>Research</p> <p>Survey</p>	<p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p>	<p>establishment of town, agency</p>
			Apply	<p>Change</p> <p>Experiment</p> <p>Solve</p> <p>Teach</p>	<p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p>	<p>history of places, Aneth, Montezuma Creek, Bluff, Tuba City, etc.</p>
			Understand	<p>Calculate</p>	<p>Office of Diné Culture, Language and Community</p>	<p>Carrizo Mountain</p>

Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4

				Recognize Review Summarize	Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	
			Remember	Define Memorize Record Underline	Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	Navajo Nation acreage, encroachment, miners, cattlemen, farmers, missionaries
PO4. Hodeeyáádaá' dóó diishjijji' ádahóót'iidígíí baa ákonisin dooleeł.	Hodeeyáádaá' dóó diishjijji' ádahóót'iidígíí baa ákonisin dooleeł.	Áshlééh	Ahii'nil ahíyiiniít	Hasht'enálnééh/ nák'aas Álnééh	Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	Colorado, Utah, , New Mexico, Arizona, states, ancestral lands, boarding schools, livestock reduction
			At'éi nidoolkah			
			Bí'neesh'aaah			
			Naashkaah			
			Bí'neesh'aaah	At'éi nidoolkah Bí'neel'aaah Ánizahgo bik'iyádootihigi T'óó bik'ijigóó baa hane'	Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	Pueblo Pintado, Torreon, Chaco Canyon, national parks
			Naashkaah	Neitkaahgo yaa ákoniizijih T'áá bí yaa nítsikeesk'ehgo yaa halne' Naniitkaah Na'idíkid ha'dilnééh	Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.	establishment of town, agency
			Bé'éshlééh	Lahgo át'éego ánýoodhíít	Office of Diné Culture, Language and Community Services. <u>Curriculum Guide</u>	history of places, Aneth, Montezuma Creek, Bluff, Tuba City, etc.

**Third Grade Diné History Unwrapped Standards
Timeline: Quarters 1-4**

				Neilkego yinaalnish Naik'itséelkeesgo la' yooliit Nát'áá nadiniitijí	<u>for Diné History and Government. Window Rock, AZ.</u>	
			Bik'i' diishtiih	Athiidaadzo Bééhojooşiih, Nát'áá' néidiól'ijí Yidóoltah dóo nát'áá' baa náhodoonih	<u>Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window Rock, AZ.</u>	Carrizo Mountain
			Bénashniih	Íishjání álnééh Béénilniih Akáá'áalniit Biyaa iidzoh	<u>Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window Rock, AZ.</u>	Navajo Nation acreage, encroachment, miners, cattlemen, farmers, missionaries

K-3rd Diné History

Content Map

Kindergarten Diné History Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
DHS1C1PO1 (9 weeks)	DHS1C2PO1 (9 weeks)	DHS1C3PO1 (9 weeks)	DHS1C4PO1 (9 weeks)

First Grade Diné History Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
DHS1C1PO2 (9 weeks)	DHS1C2PO2 (9 weeks)	DHS1C3PO2 (9 weeks)	DHS1C4PO2 (9 weeks)

Second Grade Diné History Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
DHS1C1PO3 (9 weeks)	DHS1C2PO3 (9 weeks)	DHS1C3PO3 (9 weeks)	DHS1C4PO3 (9 weeks)

Third Grade Diné History Pacing Calendar

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
DHS1C1PO4 (9 weeks)	DHS1C2PO4 (9 weeks)	DHS1C3PO4 (9 weeks)	DHS1C4PO4 (9 weeks)

Kindergarten Diné History Content Map

Primary Resource: Title IX-Indian Education Navajo Studies Curriculum

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	Influence	Clans	<p>Show a drawing of your four clans</p> <p>Tell others about your four clans</p> <p>Relate to other students using your four clans.</p> <p>Use your four clans</p> <p>Ask what your four clans are</p> <p>Listen to family tell you about their clans</p>	<p>Map a timeline of recalled events.</p> <p>Multiple choice, true/false, matching</p> <p>Open-ended responses</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'i' dóó Binákée' náhane' Bóhoo'aah.</u> pg. 28-49. Chinle Unified School District No. 24.</p>	<p>Office Of Navajo Government Development. <u>The Navajo Nation Government.</u></p> <p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii.</u> 7/29/11.</p>	<p><u>Diné Bizaad Bináhoo'aah.</u> Ch.29, pg 379.</p> <p><u>Curriculum Guide for Diné Government.</u> pg. 39, Lesson 8.</p>	<p>AZS1C1PO.2-Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>NMS1C1KI-A-Identify common attributes of people living in in New Mexico today.</p> <p>CCKRS1C3-With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>CC1RS1C10-Actively engage in group reading activities with purpose and understanding. a. Actively engage in group reading of informational and functional texts, including history/social studies, science and technical texts with purpose and understanding.</p>

Kindergarten Diné History Content Map

Primary Resource: Title IX-Indian Education Navajo Studies Curriculum

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 2	Historical Events	Neighboring Tribes	<p>Choose a tribe to study.</p> <p>Write the name of the tribe you are studying.</p> <p>Relate Diné language and cultural differences to other tribes.</p> <p>Look for other tribes on the internet to find out the differences.</p> <p>Discuss with classmates what other tribes you have heard of. What do you know about them?</p> <p>Recall some tribes you have heard of.</p>	<p>Present a blueprint of extended family area of residence.</p> <p>Diagram conclusion on differences.</p> <p>Oral report on research findings.</p> <p>Illustrate a kinship chart.</p> <p>List extended family members.</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne' Bóhoo'aah.</u> pg. 10-18. Chinle Unified School District No. 24.</p>	<p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii.</u> 7/29/11.</p> <p>Ethelou Yazzie. <u>Navajo History.</u> pg. 83.</p> <p>Theme: Recorded History pg. 189.</p>	<p>First Nations. <u>Cultural Lessons for Native American Students.</u> (Sequoyah's Cherokee Syllabary), pg.16.</p> <p>First Nations. <u>Cultural Lessons for Native American Students.</u> Cherokee Language: Days of the Week, pg.13.</p> <p><u>Diné Culture and Language Curriculum Framework:</u> Unit 10.</p>	<p>AZS1C1PO.1- Retell personal events to show an understanding of how history is the story of events, people and places in the past.</p> <p>AZS1C1PO.2- Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>NMS1C1KI-A- Identify common attributes of people living in in New Mexico today.</p> <p>CCR1C3- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>CC1RS1C10- Actively engage in group reading activities with purpose and understanding.</p> <p>a. Actively engage in group reading of informational and functional texts, including history/social studies,</p>

Kindergarten Diné History Content Map

									science and technical texts with purpose and understanding.
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Primary Resource: Title IX-Indian Education Navajo Studies Curriculum

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 3	Historical Events of other people	Local Historical Sites	<p>Show where local site is at. Determine if the name of local site has significant meaning.</p> <p>Question the name of local sites in the community.</p> <p>Draw local sites in your community. Name some local sites in your community.</p> <p>Know local sites in your community.</p>	<p>Create a map in time.</p> <p>Report a verdict of your argument.</p> <p>Illustrate a map of regions.</p> <p>Present timeline map.</p> <p>List 3 historical events.</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne' Bóhoo'aah.</u> pg. 60-71, 28-49.</p> <p>Chinle Unified School District No. 24.</p>	<p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii.</u> 7/29/11.</p> <p>First Nations. <u>Cultural Lessons for Native American Students.</u> pg. 323.</p>	<p><u>Cultural Awareness.</u> pg. 25-33.</p> <p><u>Diné Culture-Based Curriculum.</u> pg. 321.</p> <p>First Nations. <u>Cultural Lessons for Native American Students.</u> Navajo Code Talkers. pg.61.</p> <p><u>Diné Culture and Language Curriculum Framework: Unit 1.</u></p> <p>Nazlini Community school. <u>Growing with the Community.</u> pg.223.</p>	<p>AZS1C1PO.1- Retell personal events to show an understanding of how history is the story of events, people and places in the past.</p> <p>AZS1C1PO.2- Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>NMS1C1KI-A- Identify common attributes of people living in in New Mexico today.</p> <p>CCKRS1C3- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>CC1RS1C10- Actively engage in group reading activities with purpose and understanding.</p>

Primary Resource: Title IX-Indian Education Navajo Studies Curriculum

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans	Standards
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Kindergarten Diné History Content Map

					Core	Supplement	Intervention	
Qtr. 4	Time Passage	Family History	<p>Create a family timeline of events. Tell why a family event would be labeled at past or present.</p> <p>Compare family events, which are recent and which are present events.</p> <p>Draw a family historical event.</p> <p>Retell an event that occurred in history about the livelihood of your family.</p> <p>Know your family history and livelihood.</p>	<p>Performance Based Assessment</p> <p>Performance Based Assessment</p> <p>Graph</p> <p>Performance Based Assessment</p> <p>Teacher Made Assessment</p> <p>Visual assessment using pictures of events.</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'i' dóó Binákéé' náháne'</u> <u>Bóhoo'aah.</u> pg. 60-71, 28-49. Chinle Unified School District No. 24.</p>	<p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii.</u> 7/29/11.</p> <p>First Nations. <u>Cultural Lessons for Native American Students.</u> The Tipi pg. 95.</p> <p>First Nations. <u>Cultural Lessons for Native American Students.</u> pg. 311.</p>	<p><u>Diné Culture-Based Curriculum.</u> pg. 49.</p>	<p>AZS1C1P01- Retell personal events to show an understanding of how history is the story of events, people and places in the past.</p> <p>AZS1C1P02- Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>NMS1C1KI-A- Identify common attributes of people living in in New Mexico today.</p> <p>CCKRS1C3- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>CC1RS1C10- Actively engage in group reading activities with purpose and understanding.</p>

First Grade Diné History Content Map

Primary Resource: Curriculum Guide for Diné Government: Grades 9-12

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	Leaders	Diné Leaders	<p>Predict that I am a future leader, what will I do?</p> <p>Decide why our leaders are very important.</p> <p>Question the names of past and present leaders.</p> <p>Illustrate pictures and names of present and past leaders to my classmates.</p> <p>Identify past and present leaders.</p>	<p>Collage storyboard of prediction.</p> <p>Give an individual verdict on our leaders.</p> <p>Report on past and present leaders.</p> <p>Poster illustration on past and present leaders.</p> <p>Visual Test of past and present leaders.</p>	<p><u>Curriculum Guide for Diné Government.</u> Lesson 8, pg.39.</p>	<p>Office Of Navajo Government Development. <u>The Navajo Nation Government.</u> pg. 9-11.</p> <p>Henry Holt. Company. <u>American President Series.</u></p> <p>Office of Navajo Government Development. <u>22nd Navajo Nation Council Posters.</u></p> <p><u>Curriculum Guide for Diné History and Government</u> pg. 31.</p>	<p><u>Diné Bizaad Bínáhoo'aah.</u> Ch.29, pg. 379.</p> <p>Office Of Navajo Government Development. <u>The Navajo Nation Government.</u> pg. 9-11.</p> <p><u>Navajo Nation Government: Treaty of 1868.</u> pg.13.</p> <p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákée' náháne' Bóhoo'aah.</u> pg. 63.</p>	<p>AZS1CPO.2.- Retell to describe past events, people and places.</p> <p>AZS1CPO.3-Use primary source materials (e.g. photos, artifacts, maps) to study people and events from the past.</p> <p>NMS1C11-B- Demonstrate an awareness of community leaders.</p> <p>CC1RS1C3- Describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>CC1RS1C10- With prompting and support, read informational texts appropriately complex for</p>

First Grade Diné History Content Map

								grade 1.
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 2	Historical Events	Navajo Nation Symbols	<p>Construct a unique symbol for your classroom.</p> <p>Determine the importance of the Navajo Nation symbols to other symbols.</p> <p>Classify the symbols of the Navajo Nation.</p> <p>Make the symbols of the Navajo Nation using multi media.</p> <p>Locate the symbols of the Navajo Nation.</p> <p>Label the symbols of the Navajo Nation.</p> <p>Locate past and present leaders.</p> <p>Name and list the regional historical and factual events.</p> <p>Tell about regional historical and factual events.</p>	<p>Advertisement of classroom symbol</p> <p>Survey: Students will classify symbols according to graphic organizer used.</p> <p>Hands on Presentation: Match symbol to location of where objects can be found.</p> <p>Performance Assessment: Label symbols on of Navajo Nation Flag.</p> <p>Locate and label past and present leaders.</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne' Bóhoo'aah.</u> pg. 60-71, 28-49.</p>	<p><u>Cultural Lessons for Native American Students.</u> (Navajo Flag), pg.149.</p> <p><u>Curriculum Guide for Dine History and Government.</u> Pg. 2.</p> <p><u>The American Flag: A Book of History.</u></p>	<p>Office Of Navajo Government Development. <u>The Navajo Nation Government.</u> pg. 9-11.</p> <p>Georgiana Kennedy Simpson. <u>Navajo Ceremonial Basket: Sacred Symbols Sacred Space.</u> pg. 1, 51.</p>	<p>AZS1C1PO.3- Use primary source materials (e.g. photos, artifacts, maps) to study people and events from the past.</p> <p>NMS1C11-BPO.1-Identify the significance of United States historical events and symbols.</p> <p>CC1RS1C3- Describe the connection between two individuals, events, ideas or pieces of information in a text.</p> <p>CC1RS1C10- With prompting and support, read informational texts appropriately complex for appropriately complex for grade 1.</p>
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards

First Grade Diné History Content Map

					Core	Supplement	Intervention	
Qtr. 3	Regional Events	Regional Events	<p>Arrange a timeline of historical events.</p> <p>Rate information provided through factual and historical facts. Is information true?</p> <p>Categorize regional factual events by dates.</p>	<p>Create a timeline of historical events.</p> <p>Use a graphic organizer to categorize regional events by dates.</p> <p>Map the regional events that took place.</p> <p>Recite the names of regional historical events.</p>	<p><u>Title IX-Indian Education</u> <u>Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne' Bóhoo'aah. pg. 30.</u></p>	<p><u>Cultural Lessons for Native American Students. pg. 311.</u></p>	<p><u>Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne' Bóhoo'aah. pg. 30.</u></p>	<p>AZS1C1PO.2- Retell stories to describe past events, people and places. NMS1C11-BPO.1-Identify the significance of United States historical events and symbols. CC1RS1C3- Describe the connection between two individuals, events, ideas or pieces of information in a text. CC1RS1C10- With prompting and support, read informational texts appropriately complex for grade 1. a. With prompting and support, read functional texts including history/social studies, science, and technical</p>

First Grade Diné History Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 4	Time Passage	Time	<p>Plan: Imagine if you were back in time, how would you have kept track of time and seasons?</p> <p>Recommend ways family can keep track of time and seasons.</p> <p>Discover how other families kept track of time and seasons.</p> <p>Apply to your learning how family kept track of time and seasons.</p> <p>Ask family members to describe how they kept track of time and seasons.</p> <p>Match time to seasons.</p>	<p>Performance Assessment: Presentation of plan and information found on time and season.</p> <p>Constructed Response: Paragraph writing</p> <p>Selected Response: Matching</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákée' náháne' Bóhoo'aah. pg. 63.</u></p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákée' náháne' Bóhoo'aah. pg. 63.</u></p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákée' náháne' Bóhoo'aah. pg. 63.</u></p>	<p>texts, appropriately complex for grade 1.</p> <p>AZS1C1PO.1- Place important life events in chronological order on a timeline. AZS1C1PO.2- Retell stories to describe past events, people and places. NMS1C11-APO.1- Identify common attributes of people living in New Mexico. CC1RS1C3- Describe the connection between two individuals, events, ideas or pieces of information in a text. CC1RS1C10- With prompting and support, read informational texts appropriately complex for grade 1.</p>

Second Grade Diné History Content Map

Primary Resource: The Navajo Nation Government (Office of Navajo Government Development)

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	Influence	Present Events	<p>Prepare a speech for a present event.</p> <p>Compare present day events in our community to other communities.</p> <p>Examine how present events can influence a community and the people.</p> <p>Sequence present events using a timeline.</p> <p>Give examples of present day events occurring on the Navajo Nation.</p> <p>Listen to the local radio station about present events and explain.</p>	<p>Read newspaper article & report findings.</p> <p>Draw a graph of present day events that had a great impact on community.</p> <p>Map a timeline of present day events.</p> <p>Story problems of events occurring on the Navajo Nation</p> <p>Explain a radio announcement.</p>	<p>Office Of Navajo Government Development. <u>The Navajo Nation Government</u>. pg. 8, 16.</p> <p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi' é' é' l' i' dóó Binákéé' náháne' Bóhoo' aah</u>. pg. 28-48.</p>	<p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii</u>. 7/29/11.</p> <p><u>Curriculum Guide for Diné Government</u>. pg. 39.</p>	<p><u>Diné Bizaad Bináhoo' aah</u>. Ch.29, pg. 379.</p> <p>Office Of Navajo Government Development. <u>The Navajo Nation Government</u>. pg.8.</p>	<p>AZS1C1PO.1-Place important life events in chronological order on a timeline.</p> <p>AZS1C1PO.2-Place historical events from content studied in chronological order on a timeline.</p> <p>AZS1C1PO.3-Recognize how archaeological research adds to our understanding of the past.</p> <p>AZS1C1PO.5-Retell stories to describe past events, people and places</p> <p>NMS1C11-APO1-Describe how historical people, groups and events have influenced the local community.</p> <p>CC2RS1C3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>

Second Grade Diné History Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 2	Significant Events	Maternal Clan	<p>Assemble a 3/D map of neighboring tribes and identify where your extended family lives.</p> <p>Argue why other tribes are not part of the Diné tribe. Compare and contrast.</p> <p>Research the language/culture of other tribes and the Diné.</p> <p>Identify the traditional clothing of other tribes. Identify similarities and differences with the Diné.</p> <p>Research pictures, videos and books of other cultures and understand how this ties to your own family.</p> <p>Name the individuals of</p>	<p>Present a blueprint of extended family residency area.</p> <p>Diagram conclusion on differences.</p> <p>Make an oral report on research findings.</p> <p>Illustrate a diagram of traditional clothing compared to your own families clothing style.</p> <p>Selected responses; multiple choice, true/false, matching</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne' Bóhoo'aah.</u> pg. 10-18.</p>	<p>Mike Mitchell. <u>Origins of the Dine: Origin of the Clans.</u> pg. 53.</p>	<p><u>Navajo Studies Curriculum.</u> Pg. 10-18.</p>	<p>AZS1C1PO.4-Use primary source materials (e.g. photos, artifacts, interviews, documents, maps) and secondary source materials (e.g. encyclopedias, biographies) to study people and events from the past.</p> <p>NMS1C11-APO1-Describe how historical people, groups and events have influenced the local community.</p> <p>CC2RS1C3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CC2RS1C10-By the end of year, read and</p>

Second Grade Diné History Content Map

			your maternal and paternal clans.					comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiency with scaffolding as needed at the high end of the range.
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 3	Historical events of other people	Fifty States	<p>If you went back in time, what areas would you have conquered?</p> <p>Debate why neighboring countries are not part of the 50 states.</p> <p>Organize states into region; northern, western, eastern and southern.</p> <p>Produce a unique map of your region. What would it look like and tell why.</p> <p>Give examples of symbols that relate to the 50 states. Cite the 50 states on the</p>	<p>Create a map in time.</p> <p>Report a verdict of your argument.</p> <p>Illustrate a map of regions.</p> <p>List example of symbols for 50 states.</p> <p>List the 50 states.</p>		<p><u>National Geographic: Fifty States.</u></p>		<p>AZS1C5PO.5- Discuss the effects (e.g. loss of land, depletion o the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans. NMS1C11-APO1- Describe how historical people, groups and events have influenced the local community. NMS1C11-APO1- Describe how historical people, groups and events have influenced the local community.</p>

Second Grade Diné History Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
			map.					<p>CC2RS1C3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CC2RS1C10-By the end of year, read and comprehend informational texts, including history/social studies.</p>
Qtr. 4	Time Passage	Dwellings	<p>Act out a play that has includes a dwelling.</p> <p>Support how dwellings are an important part of Diné Culture.</p> <p>Calculate the number of different dwellings found on the Navajo Nation.</p> <p>Dramatize a part of your family history through acting.</p> <p>Report 3 types of dwellings used in your community.</p> <p>Choose a dwelling that</p>	<p>Performance Assessment: Open-ended responses, extended writing, portfolios, exhibitions, graph</p> <p>Constructed Responses: List extended family members</p>	<p><u>Title IX-Indian Education</u> <u>Navajo Studies Curriculum: Diné Bi'é'él'i' dóó Binákée' náháne' Bóhoo'aah.</u> pg. 16-27.</p>	<p>Navajo Studies Curriculum. <u>Origins of the Diné: First Hogan.</u> pg. 14-16, 20.</p> <p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii.</u> 7/29/11.</p>	<p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii.</u> 7/29/11.</p>	<p>AZS1C10PO.3- Recognize current Native American tribes in the United States (e.g. Navajo, Cherokee, Lakota, Iroquise, Nez Perce).</p> <p>NMS1C11-APO1- Describe how historical people, groups and events have influenced the local community.</p> <p>CC2RS1C3-Describe the connection between a series of historical events, scientific ideas or</p>

Second Grade Diné History Content Map

			is a part of your culture.					<p>concepts, or steps in technical procedures in a text.</p> <p>CC2RS1C10-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 2-3 text complexity band proficiency with scaffolding as needed at the high end of the range.</p>
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Third Grade Diné History Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	Influence	Culture	<p>Develop a plan of action if any event in history were to take place today.</p> <p>Assess the amount of impact done to culture/tradition.</p> <p>What are some changes that took place in Diné history?</p> <p>Research on past events and dates relevant to family culture.</p> <p>Discuss the events that had significant impact on Diné culture.</p> <p>Recognize dates of events relevant to family culture.</p> <p>Identify names and dates of important events.</p>	<p>Performance Assessment: Open-ended responses, extended writing, portfolios, exhibitions</p> <p>Report your findings.</p> <p>Map a timeline of recalled events.</p> <p>Selected Responses: Multiple choice</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne' Bóhoo'aah. pg. 28-49.</u></p>	<p>Office Of Navajo Government Development. <u>The Navajo Nation Government.</u></p> <p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii. 7/29/11.</u></p> <p>www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timelin e&</p> <p><u>Curriculum Guide for Diné History and Government pg. 23-24.</u></p>	<p><u>Diné Bizaad Bináhoo'aah. Ch.29, pg 379.</u></p> <p><u>Curriculum Guide for Diné Government. Lesson 8, pg.39.</u></p> <p><u>Dinétah:An Early History of the Navajo People. pg. 7-19.</u></p>	<p>DHS1C1PO.1 AZS1C1PO.1-Use timelines to identify the time sequence of historical data. AZS1C1PO.2- Recognize how archaeological research adds to our understanding of the past. AZS1C1PO.3-Use primary source materials (e.g photos artifacts, interviews, documents, maps) and secondary source materials (e.g. encyclopedias, biographies) to study people and events from the past.</p>
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 2	Historical Events	Kinship	<p>Create a friendly family tree in which it is easy to recognize kinship.</p> <p>Defend why clans are divided into groups and</p>	<p>Present a blueprint of extended family residency area.</p> <p>Diagram conclusion on differences.</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'él'í' dóó Binákéé' náháne'</u></p>	<p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii. 7/29/11.</u></p>	<p><u>Navajo Studies Curriculum. pg14.</u></p>	<p>DHS1C1PO.1 AZS1C7PO.2- Describe the experiences (e.g. new language, customs, opportunities,</p>

Third Grade Diné History Content Map

			<p>purpose. Interpret your relationship in Diné language to family.</p> <p>Teach your siblings about your relation to family members.</p> <p>Review your family tree and identify relationship among each one.</p> <p>Record members of your maternal clan.</p>	<p>Make an oral report on research findings.</p> <p>Illustrate a kinship chart.</p> <p>List extended family members.</p>	<p><u>Bóhoo'aah</u>. pg. 10-18.</p>			<p>hardships) in immigrants lives after settling in the United States during the late 19th and early 20th centuries. NMS1C1APO3- Describe how the lives and contributions of people of New Mexico influenced local communities and regions.</p>
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			SPTstandards
					Core	Supplement	Intervention	
Qtr. 3	Historical Events of other people	Relationship of events	<p>Develop a timeline of factual events.</p> <p>Justify a factual event.</p> <p>Research factual events that took place in your local community.</p> <p>Change the date of a factual event to today. Would the event change?</p> <p>Summarize how historical events and factual events are different.</p> <p>Define historical</p>	<p>Create a map in time.</p> <p>Report a verdict of your argument.</p> <p>Illustrate a map of regions.</p> <p>Present timeline map.</p> <p>Selected response: Multiple choice</p> <p>List 3 historical events.</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi'é'el'í' dóó Binákée' náháne'</u> <u>Bóhoo'aah</u>. pg. 28-49, 60-71.</p>	<p>RRCS Curriculum Team. <u>Navajo Concept: Diné Bibee Hazáanii</u>. 7/29/11.</p> <p><u>Curriculum Guide for Diné History and Government</u> pg. 26.</p>	<p>www.fofweb.com/Onfiles/Indian/Resultalltitles.asp?source=timeline&</p>	<p>DHS1C1PO.1 AZS1C1PO.1-Use timelines to identify the time sequence of historical data. AZS1C1PO.2-Recognize how archaeological research adds to our understanding of the past. AZS1C1PO.3-Use primary source materials (e.g photos artifacts, interviews, documents, maps) and secondary source materials (e.g. encyclopedias, biographies) to study</p>

Third Grade Diné History Content Map

			events.					people and events from the past. NMS1C21-BPO.3- Describe local events and their connections to state history.
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 4	Time Passage	Historical Events	<p>What additions would you include to improve Treaty of 1868?</p> <p>Assess the current events and their impact on the community. How does this relate to tragedy of the long walk?</p> <p>Survey your class and identify number of students who know about long walk.</p> <p>Compute the age you would have been since last major event.</p> <p>Calculate the number of years it has been since a major historical event took place in your local area.</p> <p>Memorize a historical event in your area and present a presentation.</p>	<p>Performance Assessment: Open-ended responses, extended writing, portfolios, exhibitions, visual assessment using pictures of events.</p> <p>Graph</p>	<p><u>Title IX-Indian Education Navajo Studies Curriculum: Diné Bi' é' él' i' dóó Binákée' náháne' Bóhoo' aah.</u> pg. 28-49, 60-71.</p>	<p>RRCS Curriculum Team. Navajo Concept: Diné Bibee Hazáanii. 7/29/11.</p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 27-28.</p>	<p>DHS1C1PO.1 AZS1C1PO.1-Use timelines to identify the time sequence of historical data. AZS1C1PO.2-Recognize how archaeological research adds to our understanding of the past. AZS1C1PO>3-Use primary source materials (e.g photos artifacts, interviews, documents, maps) and secondary source materials (e.g. encyclopedias, biographies) to study people and events from the past. NMS1C21-BPO.3-Describe local events and their connections to state history.</p>

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Resources

