|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AugustDiné Values | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C1. I will express critical thinking to establish relationships with the environment.PO3. I will recognize self-respect**Culture Standards**S1C1. I will acknowledge and value my thoughts and personalityPO1. I will take care of myself.**Government Standards**S1C4. I will demonstrate to be a self sufficient citizen with a positive attitude.PO1. I will recognize my family values.**History Standards**S1C4. I will understand time passage and chronology, specific to Diné culture and traditionPO1. I will identify my family history and their livelihood.**Oral Language**S1C1. I will listen to and understand the basic Diné oral language.PO1. I will listen to and understand everyday situational speech.  | )lta – schoolY1’1t’44h – HelloSh7 – meDin4 teachings and values, T’11 h0 !j7t’4ego: thinking and practice, respecting self and others, nature, family, clan, kinship, reverence/praying, rising early, exercise, eating healthyMake a mural of healthy foodsMake and sequence blue corn mushStudents will identify classroom signs (exit, nurse’s office, school rules, etc)Students will identify happy and sad, What makes them happy and sad illustrate the two, sing related to topics, and respond to feeling charts in talking circle.0lta’g0ne’ bee’44h0zhinii, ‘azee’, ‘22h’1daal’9, rules y1’1t’44h a[ch7n7 9[[170, b1’0t1’7, na’7a7doo[ki[go yazhd4esnii’, nizh0n7go, may I go to the bathroomShini’1t’4i, hash, nisht’e/hash nit’3 Shi[h0zh0=, doo shi[ h=zh=-da, shi[h0zh=, doo shi[ h=zh=-da | Oral Participation, Checklist for correct pronunciationIntroduce self with all four clansPeer-to-peer introduction using proper hello/goodbye along with clansName 3 healthy lifestylesWrite a recipe for how to make blue corn mush | Timeline of cultural activities by seasonsDiné history timelineAshkii Yazzie’s First Year in SchoolJohnny Lee with his familyDiné BizaadClan ChartSeason ChartWeather ChartCalendarNavajo Flashcards (basic words – me, family, weather, colors, numbers)Classroom rules, various signs in the school campus, visual aid, sentence strips |
| SeptemberK’eKinship | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C1. I will express critical thinking to establish relationships with the environment.PO2. I will respect my immediate family.**Culture Standards**S1C2. I will apply and practice Diné way of life through planning.PO2. I will use appropriate kinship terms.**Government Standards**S1C2. I will identify my life goals.PO4. I will demonstrate appropriate greetings. S1C4. I will demonstrate to be a self-sufficient citizen with a positive attitude. PO1. I will recognize my family values.PO4. I will identify and recognize clan relationship. **History Standards**S1C1. I will be able to understand cultural knowledge that has influenced my family.PO1. I will name my four (4) immediate clans.**Oral Language**S1C1. I will listen to and understand the basic Diné oral language.PO1. I will listen to and understand everyday situational speech.  | Y1’1t’44h, sh7zhi’, sh7, shin11hai, Origin of clans, self identity, one’s 4 clans, family, siblings, maternal and paternal grandparents, goal, love, care helping, sharing, learning, kindness, respectState first two clans Read a story on family album, Jason’s Family Wheel Game, Media center, Blanding Utah, Joe Slim, Johnny with his familySh7,bi[k44hasht’ing77, sh7, shim1, shizh4’4, shik’4, bi[haijei, shideezhi, shitsll7, sh7naa7, shad7, Pronoun bi, aw44, am1, ah4’4Classroom rules, various signs in the school campus, visual aids, Ashkii Yazzie’s First Year in School | Oral assessment with correct pronunciation, class participation, oral identification of family membersIntroduce self to peers using 4 clans.Write/draw a summary of Johnny with his family (identify main characters). | Johnny Lee and babyMy family likes to workAshkii Yazzie’s First Year in SchoolNavajo Flashcards (basic words – me, family, weather, colors, numbers)Diné BizaadClan chartClassroom rules, various signs in the school campus, visual aid, sentence stripsDahwiitaa CD – Pauline BegayTeacher made visualsCalendarSeason chartWeather chartLitteman’s familyK’e posters |
| OctoberFallFestivities  | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C2. I will apply and practice Dine way of life through planning.PO3. I will identify the various types of weather.S1C2. I will acknowledge and value my thoughts and personalityPO4. I will identify day and night. **Culture Standards**S1C3. I will name the various plants within my surroundings.**Government Standards**S1.PO3. I will identify emergency resources in the community.**History Standards**S1C1. I will be able to understand cultural knowledge that has influenced my family.PO4. I will name, recall events, and dates relevant to my current family culture and traditions. **Oral Language**S1C1. I will listen to and understand the basic Diné oral language.PO4. I will identify the vocabulary used in different contexts. | Harvesting, Fall activities, classify when to plant to harvest time, preparing food for winter season, weather terms, use picture cues of doctors, fire fighters/police. Identify tools they use, Pronouns: bi, naanish, azee’77[7n7, si1o, k-‘ nilts44s7Enclitics: da, n7ch77l a[22 1n11ni[, n7ch77l, sik’az, n7yol, ay0o, dooNeeshch’77’ d7dz4tsohy1zhDaazgan7g77Students will perform a song, choral reading on fall topicDin4 culture, 1[22 1daat’4, dah ashzhish, dah hataa[, k’4, ‘1d44hojoolz88hClassify plant to harvest timeRecite five little pumpkins, Hogan poem | Oral assessment with correct pronunciation, class participation, oral identification of harvesting activities; weather terms, food checklistName 3 food we harvest each year in Navajo/EnglishName 3 community helper in NavajoInvite a community helper to speak to the classParticipate in cultural festival at other school districts | FlashcardsBlue, Corn BreadToday’s Special Nitsidigo’íGrandfather Stories of the Navajo Grind StonesFood BingoDiné BizaadGuest Speaker (community helpers)NAPA and/or NN Agricultural Department Presentation |
| NovemberNavajo Nation Government | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C3. I will have self-respectPO1. I will identify respectful terms.**Culture Standards**S1C1. I will acknowledge and value my thoughts and personality. PO4. I will identify day and night.**Government Standards**S2C1. I will recognize the Diné traditional lawPO1. I will identify the Navajo Nation President and Vice President. **History Standards**S1C1. I will be able to understand cultural knowledge that has influenced my family. PO2. I will identify past and present Diné leaders. **Oral Language**S1C3. I will utilize the Diné language to present information in a variety of situations.  | Perform for Native American Week, Identify male and female Hogan, learn names and parts of the Navajo Nation Seal and Flag, discuss the significance of the Navajo Code Talkers, healthy lifestyle, family tree with clans and Navajo introductionRespect and Understanding of our elders. Visit nursing home and perform cultural songs/stories with them.Participate in Native American Week by encouraging use of Din4 language and culture activities  | Checklist for identifying parts of flag and sealOral assessment for Diné introduction. Identify by naming the male/female HoganIntroduce self in Navajo in public or with family membersParticipate in Navajo American culture weekWrite a thank you note to a Navajo Code Talker or ElderParticipate in an Elderly drive | Navajo Nation FlagNavajo Nation SealGuest speaker: Navajo Nation Code Talker; Miss Navajo; ElderlyWeather ChartNumber ChartShape ChartMonthly calendarSeason Chart |
| DecemberWinter Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C4. I will demonstrate ways to be thankful for my home and immediate family.**Culture Standards**S1C1. I will acknowledge and value my thoughts and personality.PO1. I will take care of myself.**Government Standards**S1C2. I will identify my life goals. PO1. I will recognize the value of positive self esteem. **History Standards**S1.C3. I will recognize historical events of other people that affect my family. PO1. I will identify local historical sites and events.**Oral Language**S1C1. I will listen to and understand everyday situational speech.PO3. I will demonstrate my understandings of oral narratives.  | Creation stories, winter stories, constellations, season/weather.Learn weather terms winter and windyLearn Christmas termsParticipate in Christmas playEnclitics: da, nich77ll a[22 1n11nii[, n7ch77l, sik’az, n7yol, ay0o, doKeshmishYas Hastiin, Yoo’Siis’a’ | Class participation in skit, correct pronunciation of wordsIdentifies 2 winter storyName 2 winter termsIdentify and Name 2 Constellation  | Children’s literature: Traditional ChristmasSeason chartDiné bizaadTeacher made visual illustration cardsFlashcardsCommunity picturesConstellation chartsCoyote stories/booksPostersCreation story pictures |
| JanuaryWinter Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C2. I will practice and maintain the sacredness of self-identityPO1. I will listen and observe cultural teachings. **Culture Standards**S1C4. I will apply and practice the Diné way of life with confidence.PO3. I will listen to oral stories about the stars.**Government Standards**S1C3. I will identify the process and importance of time. PO3. I will listen to stories of time, day, night, and seasons.**History Standards**S1C1. I will be able to understand cultural knowledge that has influenced my family.PO4. I will name, recall events, and dates relevant to my current family culture and traditions. **Oral Language**S1C1. I will listen to and understand the basic Diné oral language.PO4. I will identify the vocabulary used in different contexts. | Creation StoriesConstellationsCoyote StoriesString GamesAy0 h0y3 d00 nits3kees, t[00[ bee naHai, N1ha1shdl89, McHarney, Panorama, Alb NMNiyol/The Wind San Juan by Black sheep clan reding, media center, Blanding, UTEncilitics: da, n7[ch’ih a[22 1n11’nii[, t0’bi[ n7ch77l, has’tin, ay0o, dooS-‘Diyin Dine’4, Ma’ii, y1ayiighaz, j0honaa’47, t[44honaa’47, y1di[hi[Shoe game activities | Identify 2 constellationRetell 3 coyote storyRecreates 4 string gameRecites 3 simple shoe game songOral assessment with correct pronunciation |  NN MuseumGuest speakercoyote stories on DVDstringstring games songsShoe game songsSeason chartDiné bizaadTeacher made visual illustration cardsFlashcardsCommunity picturesConstellation chartsCoyote stories/booksPostersCreation story pictures |
| FebruaryCultural Awareness | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1.C2. I will practice and maintain the sacredness of self-identity.PO3. I will identify the teaching of home life.**Culture Standards**S1C1. I will acknowledge and value my thoughts and personality.PO3. I will recognize cultural items and jewelry.**Government Standards**S1C2. I will identify my life goals.PO3. I will develop and apply a healthy lifestyle.**History Standards**S1C1. I will understand historical/factual events, people and symbols that influence my family.PO4. I will name my maternal clan so I will be recognized appropriately by people related to me.**Oral Language**S1C1. I will utilize Diné language in the context of my community and culture.PO4. I will ask questions about cultural activities at school and home.  | Cradleboard storyHogans Historical eventsLong walkHistory of weavingFamily activitiesHealthy habitsStudent family photo albumSh7, Bi[ k44hasht’inig77, sh7, shim1, shizh4’4, shik’4, bi[haijei, shideezi, shitsil7, sh7naa7, shad7Hooghan a[22 1t’47, a[chi’l’ adeez’1h7, ch’4’4tiin, ch’7l1yi’ d11din7baal, danihighan, hasht[‘ish, hooghan n7mazi, nighan, shighan, tsinDiscuss the significance of baby’s first laugh. Compare items used during the baby’s first laugh, rock salt, basket, food, etc.  | Cradleboard significanceMake a Hogan using sticks/sand on the male/female HoganIdentifies 5 or more names of family members in NavajoTells 3 thing about a baby’s first laugh | Community membersGrandparentsCradleboardSongs about weaving/cradleboardPostersVideosFlashcardsDiné bizaadSeason chartWeather chartBook of HogansPictures of hogansPlanting books |
| MarchSpring Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C4. I will understand and appreciate all things.PO3. I will identify and appreciate the teachings of life surrounding the home. **Culture Standards**S1C2. I will apply and practice Din$é$ way of life through planning.PO3. I will identify the various types of weather.**Government Standards**S1C1. I will recognize the Diné traditional law. PO1. I will identify the local contact person in charge of emergencies.**History Standards**S1.C3. I will recognize historical events of other people that affect my family. PO4. I will recognize the relationship of the historical and factual events.**Oral Language**S1C3. I will utilize the Diné language to present information in a variety of situations.PO3. I will speak Diné language using grammar accurately. | Planting – planting cycle/types of wildlife plants found on reservation and how they are usedSignificance of lambing to the Din4 peopleSignificance of Stick GameTypes of plants used for dying wool, weaving tools, types of weaving designsTypes of Diné jewelry and clothing.Enclitics: go, H1idi sh2, dzi[, [itsxo, [igai, [ikizh, nitsaa, 1[ls’77s7Naad33’, kidiila, d1’1keh, doot[‘izh, litso, ligai, [ich77, t0, nahasdz11n, 1[‘22’ 1t’4 | Participates in a stick game and understand scoringNames 3 type of plant to dye for yarnNames 4 types of clothing Diné female/male wearIdentifies 3 weaving toolSummarize the story of The goat in the rug | Cycle of plantsAz/Navajo wildlife picturesDin$é$ lambing routinesStick game Type of plants to make wool dyeWeaving tools/loomType of jewelry we wear, moccasins, clothingChildren’s stories on weaving. “The goat in the rug”Pictures of past and modern Diné men and womenWeaving designs found across reservationTrading post pictures |
| AprilSpring Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Government Standards**S1C1. I will recognize the Diné traditional law. PO1. I will identify the local contact person in charge of emergencies.**History Standards**S1.C3. I will recognize historical events of other people that affect my family. PO4. I will recognize the relationship of the historical and factual events.**Oral Language**S1C3. I will utilize the Diné language to present information in a variety of situations.PO3. I will speak Diné language using grammar accurately. | Planting – planting cycle/types of wildlife plants found on reservation and how they are usedClothingIdentify female and male moccasinsKelchi, male moccasin, kenitsaa, female moccasins, beeghashii cow, biih/Dzeeh, Deer/Elk, Lichii’ RedSignificance of the Navajo basketNavajo basket, Ts’aa’ white, lighai, black lizhin, red lichii’ life, darkness, scared mountains, dzil Navajo wedding alts’eeh entry hajiinee holy people | Write/Display the planting cycleSequence the story Taazbaa’ and her magic shoesIdentifies 3 part of a Navajo basketIdentifies 3 ways a Navajo basket is used.  | Cycle of plantsTaazbaa’ and her magic shoes- Grandfather work moccasinsIllustrations (pictures of 3 types of moccasins)Navajo BasketTs’aa’ Rdg book, Little Navajo Basket Maker |
| MaySummer Festivities | **Interpersonal Communication (IC) Fluency** - Interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.**Interpretive Listening (IL)** - Understand, interpret, and analyze what is heard (communicated in Dine) on a variety of topics**Interpretive Reading (IR) -** Understand, interpret, and analyze what is read or viewed on a variety of topics.**Presentational Speaking (PS)** -Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers.  **Presentational Writing (PW) -** Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. **Cultures (CUL)** - Use Dine language to investigate, explain, and reflect on the relationship between the practices on the relationship between the practices, products, and perspectives of the Dine studied. **Connections (CON) -** Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop **Comparisons (COMP) -** Use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the Dine language and culture studied to one’s own. **Communities (COM) -** Use the Dine language to participate in the community and the globalized world, for enjoyment, enrichment, and advancement. | **Character Building**S1C1. I will express critical thinking to establish relationships with the environment.PO1. I will recognize ways to express relationship.**Culture Standards**S1C2. I will apply and practice Diné way of life through planning.PO1. I will use my cultural teachings about how to take care of earth and sky.**Government Standards**S1C3. I will identify the process and importance of time.PO3. I will listen to stories of time, day, night and seasons.**History Standards**S1C1. I will be able to understand cultural knowledge that has influenced my family.PO4. I will name, recall events, and dates relevant to my current family culture and traditions.**Oral Language**S1C1. I will listen to and understand the basic Diné oral language.PO4. I will identify the vocabulary used in different contexts. | Learn the names and parts of Navajo Nation Seal and Flag.Dah n a’at’a’7, NNseal, dzi[ dadiyin7g77, naaldlooshi, i0honaa’47, naad11’Learn cloudy and rainingEnclitics: da, n7[ch’ih, a[22 1n11’nii[, k’os, naha[[in, ay0o, dooPast and Present Diné summer activities: summer camp; fishing; planting; vacation; sheep camp | Identify 3 part of the Navajo Nation SealIdentify 3 part of the Navajo Nation Flag and what it representsOral assessment with correct pronunciation | [www.navajoland.com](http://www.navajoland.com)FlashcardsMatching cardsNavajo Nation FlagPoster of Navajo Nation Seal |