



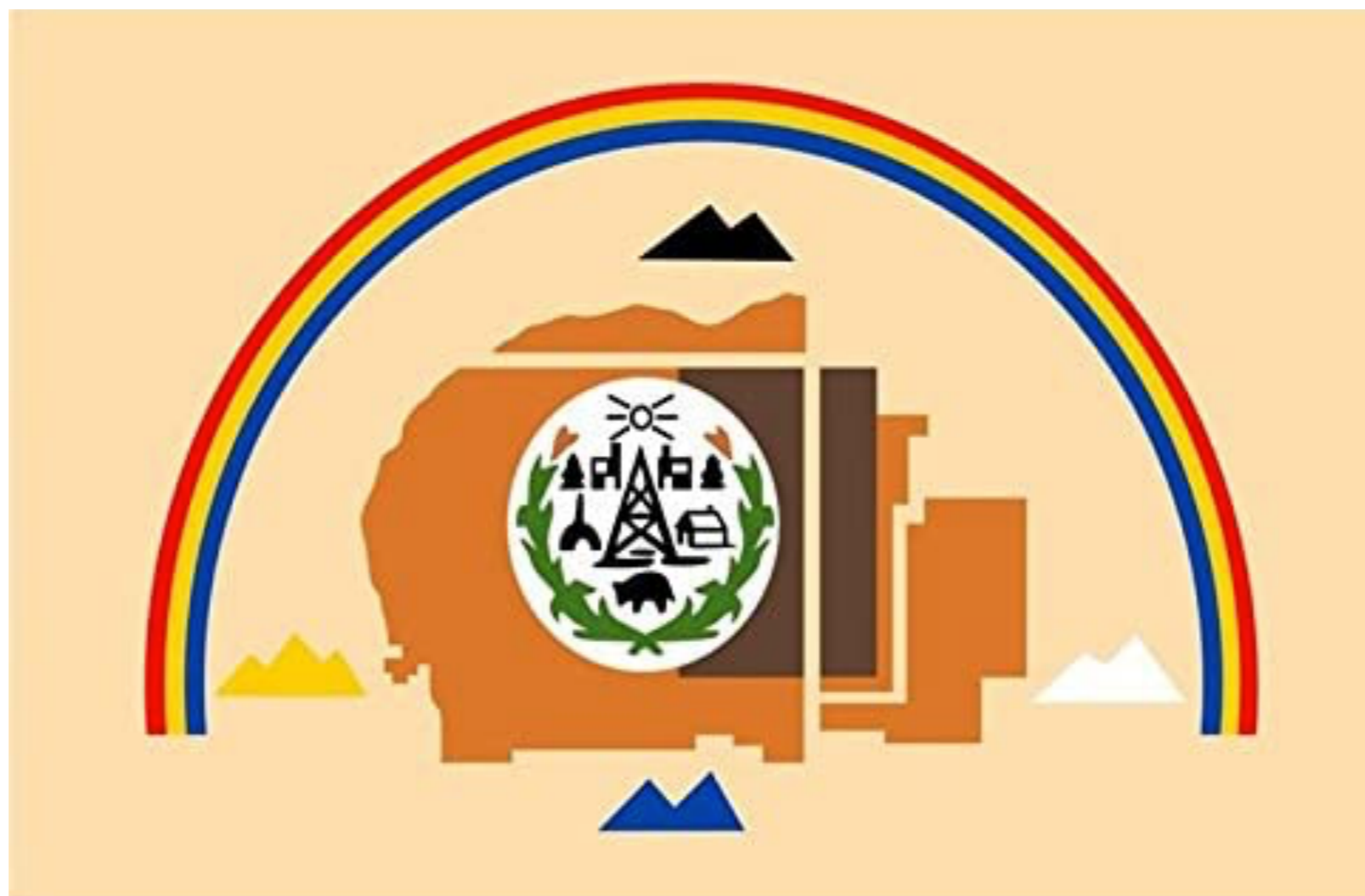
Cuba



Independent School District

ELEMENTARY

NAVAJO LANGUAGE CURRICULUM



Kindergarten Navajo Language Curriculum—Summer (Q1)

Instruction

Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives: • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C1. I will express critical thinking to establish relationships with the environment.	S1C1. I will acknowledge and value my thoughts and personality	S1C4. I will understand time passage and chronology, specific to Diné culture and tradition	S1C1. I will listen to and understand the basic Diné oral language.	S1C4. I will demonstrate to be a self sufficient citizen with a positive attitude.
PO3. I will recognize self-respect	PO1. I will take care of myself.	PO1. I will identify my family history and their livelihood.	PO1. I will listen to and understand everyday situational speech.	PO1. I will recognize my family values.
S1C1. I will express critical thinking to establish relationships with the environment.	S1C2. I will apply and practice Diné way of life through planning.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C2. I will identify my life goals.
PO2. I will respect my immediate family.	PO2. I will use appropriate kinship terms.	PO1. I will name my four (4) immediate clans.	PO1. I will listen to and understand everyday situational speech.	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.

Kindergarten Navajo Language Curriculum—Summer (Q1)

Assessments/Tools:

- Oral assessment: to gain baseline
- Reading, Listening, Speaking: Basic words/concepts

Reading Fundamentals Standards	RF.K1: Demonstrate understanding of the organization and basic features of print.	RF.K2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K3: Know & apply grade-level phonics and word analysis skills in decoding words.	RF.K4: Read emergent-reader texts with purpose and understanding.
Reading Comprehension Standards	RL.K1: With prompting & support, ask and answer questions about key details in details.		RL.K2: With prompting & support, identify the main topic retell key details of a text.	
Writing Standards	W.K1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).			
Speaking and Listening	SL.K1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.			

Notes:

Kindergarten Navajo Language Curriculum—Fall (Q2)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives: • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
PO4. I will identify and recognize clan relationship.	S1C3. I will name the various plants within my surroundings.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	S1.PO3. I will identify emergency resources in the community.
S1C2. I will apply and practice Dine way of life through planning.		PO4. I will name, recall events, and dates relevant to my current family culture and traditions.		S2C1. I will recognize the Diné traditional law
PO3. I will identify the various types of weather.		S1C1. I will be able to understand cultural knowledge that has influenced my family.		PO1. I will identify the Navajo Nation President and Vice President.
S1C2. I will acknowledge and value my thoughts and personality		PO2. I will identify past and present Diné leaders.		
PO4. I will identify day and night.				
S1C3. I will have self-respect				
PO1. I will identify respectful terms.				

Kindergarten Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Reading & Listening: Demonstrate basic understanding
- Speaking: Basic words/concepts

Reading Fundamentals	RF.K1: Demonstrate understanding of the organization and basic features of print.	RF.K2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K3: Know & apply grade-level phonics and word analysis skills in decoding words.	RF.K4: Read emergent-reader texts with purpose and understanding.
Reading Comprehension	RL.K1: With prompting & support, ask and answer questions about key details in details.	RL.K2: With prompting & support, identify the main topic retell key details of a text.	RK.K4: With prompting and support, ask and answer questions about unknown words in a text.	
Writing	W.K2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
Speaking and Listening	SL.K2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		SL.K3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

Notes:

Kindergarten Navajo Language Curriculum—Winter (Q3)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives: • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C4. I will demonstrate ways to be thankful for my home and immediate family.	S1C1. I will acknowledge and value my thoughts and personality.	S1.C3. I will recognize historical events of other people that affect my family.	S1C1. I will listen to and understand everyday situational speech.	S1C2. I will identify my life goals.
S1C2. I will practice and maintain the sacredness of self-identity	PO1. I will take care of myself.	PO1. I will identify local historical sites and events.	PO3. I will demonstrate my understandings of oral narratives.	PO1. I will recognize the value of positive self esteem.
PO1. I will listen and observe cultural teachings.	S1C4. I will apply and practice the Diné way of life with confidence.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C3. I will identify the process and importance of time.
	PO3. I will listen to oral stories about the stars.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions.	PO4. I will identify the vocabulary used in different contexts.	PO3. I will listen to stories of time, day, night, and seasons.

Kindergarten Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Reading, Listening, Speaking: Basic words/concepts
- Demonstrate understanding by recognizing key details

Reading Fundamentals	RF.K1: Demonstrate understanding of the organization and basic features of print.	RF.K2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K3: Know & apply grade-level phonics and word analysis skills in decoding words.	RF.K4: Read emergent-reader texts with purpose and understanding.
Reading Comprehension	RL.K1: With prompting & support, ask and answer questions about key details in details.	RL.K2: With prompting & support, identify the main topic retell key details of a text.	RK.K7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
Writing	W.K5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
Speaking and Listening	SL.K4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		SL.K5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	

Notes:

Kindergarten Navajo Language Curriculum—Spring (Q4)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives: • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1.C2. I will practice and maintain the sacredness of self-identity.	S1C1. I will acknowledge and value my thoughts and personality.	S1C1. I will understand historical/factual events, people and symbols that influence my family.	S1C1. I will utilize Diné language in the context of my community and culture.	S1C2. I will identify my life goals.
PO3. I will identify the teaching of home life.	PO3. I will recognize cultural items and jewelry.	PO4. I will name my maternal clan so I will be recognized appropriately by people related to me.	PO4. I will ask questions about cultural activities at school and home.	PO3. I will develop and apply a healthy lifestyle.
S1C4. I will understand and appreciate all things.	S1C2. I will apply and practice Din way of life through planning.	S1.C3. I will recognize historical events of other people that affect my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	S1C1. I will recognize the Diné traditional law.
PO3. I will identify and appreciate the teachings of life surrounding the home.	PO3. I will identify the various types of weather.	PO4. I will recognize the relationship of the historical and factual events.	PO3. I will speak Diné language using grammar accurately.	PO1. I will identify the local contact person in charge of emergencies.

Kindergarten Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Oral Assessments for final grading
- Reading, Listening, Speaking: Basic words/concepts
- Demonstrate understanding by asking and answering questions about key details

Reading Fundamentals	RF.K1: Demonstrate understanding of the organization and basic features of print.	RF.K2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K3: Know & apply grade-level phonics and word analysis skills in decoding words.	RF.K4: Read emergent-reader texts with purpose and understanding.
Reading Comprehension	RL.K1: With prompting & support, ask and answer questions about key details in details.	RL.K2: With prompting & support, identify the main topic retell key details of a text.	RK.K10: Actively engage in group reading activities with purpose and understanding.	
Writing	W.K8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
Speaking and Listening	SL.K6: Speak audibly and express thoughts, feelings, and ideas clearly.			

Notes:

1st Grade Navajo Language Curriculum—Summer(Q1)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives: • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C1. I will express critical thinking to establish relationships with the environment.	S1C1. I will acknowledge and value my thoughts and personality	S1C4. I will understand time passage and chronology, specific to Diné culture and tradition	S1C1. I will listen to and understand the basic Diné oral language.	S1C1. I will listen to and understand the basic Diné oral language.
PO3. I will recognize self-respect	PO1. I will take care of myself.	PO1. I will identify my family history and their livelihood.	PO1. I will listen to and understand everyday situational speech.	PO1. I will listen to and understand everyday situational speech.
S1C1. I will express critical thinking to establish relationships with the environment.	S1C2. I will apply and practice Diné way of life through planning.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C4. I will demonstrate to be a self sufficient citizen with a positive attitude.
PO2. I will respect my immediate family.	PO2. I will use appropriate kinship terms.	PO1. I will name my four (4) immediate clans.	PO1. I will listen to and understand everyday situational speech.	PO1. I will recognize my family values.
				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.

1st Grade Navajo Language Curriculum—Summer(Q1)

Assessments/Tools

- Speaking, Reading, Listening
- Demonstrate understanding by being able to retell key details and words

Reading Fundamentals	RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RL.1.1: Ask and answer questions about key details in a text.	RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.3: Describe characters, settings, and major events in a story, using key details.	
Writing	W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
Speaking and Listening	SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		

Notes:

1st Grade Navajo Language Curriculum—Fall Q2)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives: • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C2. I will apply and practice Dine way of life through planning.	S1C3. I will name the various plants within my surroundings.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1.PO3. I will identify emergency resources in the community.
PO3. I will identify the various types of weather.	S1C1. I will acknowledge and value my thoughts and personality.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions.	PO4. I will identify the vocabulary used in different contexts.	S2C1. I will recognize the Diné traditional law
S1C2. I will acknowledge and value my thoughts and personality	PO4. I will identify day and night.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	PO1. I will identify the Navajo Nation President and Vice President.
PO4. I will identify day and night.		PO2. I will identify past and present Diné leaders.		
S1C3. I will have self-respect				
PO1. I will identify respectful terms.				

1st Grade Navajo Language Curriculum—Fall Q2)

Assessments/Tools

- Speaking, Reading, Listening
- Demonstrate understanding by being able to identify and retell main ideas, key details and words

Reading Fundamentals	RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RI.1.1: Ask and answer questions about key details in a text.	RI.1.2: Identify the main topic and retell key details of a text.	RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Writing	W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Speaking and Listening	SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			

Notes:

1st Grade Navajo Language Curriculum—Winter (Q3)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives: • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C4. I will demonstrate ways to be thankful for my home and immediate family.	S1C1. I will acknowledge and value my thoughts and personality.	S1.C3. I will recognize historical events of other people that affect my family.	S1C1. I will listen to and understand everyday situational speech.	S1C2. I will identify my life goals.
S1C2. I will practice and maintain the sacredness of self-identity	PO1. I will take care of myself.	PO1. I will identify local historical sites and events.	PO3. I will demonstrate my understandings of oral narratives.	PO1. I will recognize the value of positive self esteem.
PO1. I will listen and observe cultural teachings.	S1C4. I will apply and practice the Diné way of life with confidence.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C3. I will identify the process and importance of time.
	PO3. I will listen to oral stories about the stars.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions.	PO4. I will identify the vocabulary used in different contexts.	PO3. I will listen to stories of time, day, night, and seasons.

1st Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Speaking, Reading, Listening
- Demonstrate understanding by being able to identify and retell basic main ideas, key details and words, start developing basic connections across Navajo language and culture
- Introduction to Navajo alphabet and writing

Reading Fundamentals	RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Writing	W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Speaking and Listening	SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			

Notes:

1st Grade Navajo Language Curriculum—Spring (Q4)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1.C2. I will practice and maintain the sacredness of self-identity.	S1C1. I will acknowledge and value my thoughts and personality.	S1C1. I will understand historical/factual events, people and symbols that influence my family.	S1C1. I will utilize Diné language in the context of my community and culture.	PO3. I will develop and apply a healthy lifestyle.
PO3. I will identify the teaching of home life.	PO3. I will recognize cultural items and jewelry.	PO4. I will name my maternal clan so I will be recognized appropriately by people related to me.	PO4. I will ask questions about cultural activities at school and home.	S1C1. I will recognize the Diné traditional law.
S1C4. I will understand and appreciate all things.	S1C2. I will apply and practice Din way of life through planning.	S1.C3. I will recognize historical events of other people that affect my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	PO1. I will identify the local contact person in charge of emergencies.
PO3. I will identify and appreciate the teachings of life surrounding the home.	PO3. I will identify the various types of weather.	PO4. I will recognize the relationship of the historical and factual events.	PO3. I will speak Diné language using grammar accurately.	S1C1. I will recognize the Diné traditional law.
				PO1. I will identify the local contact person in charge of emergencies.

1st Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Speaking, Reading, Listening
- Demonstrate understanding by being able to identify and retell basic main ideas, key details and words, start developing basic connections across Navajo language and culture
- Recognizing Navajo alphabet in words when reading and writing
- District-developed Oral Assessments for final grading

Reading Fundamentals	RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.		RI.1.7: Use the illustrations and details in a text to describe its key ideas.	
Writing	W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
Speaking and Listening	SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			

Notes:

2nd Grade Navajo Language Curriculum—Summer (Q1)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C1. I will express critical thinking to establish relationships with the environment.	S1C1. I will acknowledge and value my thoughts and personality	S1C4. I will understand time passage and chronology, specific to Diné culture and tradition	S1C1. I will listen to and understand the basic Diné oral language.	S1C4. I will demonstrate to be a self sufficient citizen with a positive attitude.
PO3. I will recognize self-respect	PO1. I will take care of myself.	PO1. I will identify my family history and their livelihood.	PO1. I will listen to and understand everyday situational speech	PO1. I will recognize my family values.
S1C1. I will express critical thinking to establish relationships with the environment.	S1C2. I will apply and practice Diné way of life through planning.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C2. I will identify my life goals.
PO2. I will respect my immediate family.	PO2. I will use appropriate kinship terms.	PO1. I will name my four (4) immediate clans.	PO1. I will listen to and understand everyday situational speech.	PO4. I will demonstrate appropriate greetings.
Cuba Independent School District	Cuba Independent School District	Cuba Independent School District	Cuba Independent School District	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

2nd Grade Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Speaking, Reading, Listening
- Recognize key words in stories and writing down key terms

Reading Fundamentals	RF.2.4: Read with sufficient accuracy and fluency to support comprehension.		
Reading Comprehension	RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.3: Describe how characters in a story respond to major events and challenges.
Writing	W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
Speaking and Listening	SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		

Notes:

2nd Grade Navajo Language Curriculum—Fall (Q2)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C2. I will apply and practice Dine way of life through planning.	S1C3. I will name the various plants within my surroundings.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1.PO3. I will identify emergency resources in the community
PO3. I will identify the various types of weather.	S1C1. I will acknowledge and value my thoughts and personality.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions	PO4. I will identify the vocabulary used in different contexts.	S2C1. I will recognize the Diné traditional law
S1C2. I will acknowledge and value my thoughts and personality	PO4. I will identify day and night.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	PO1. I will identify the Navajo Nation President and Vice President.
PO4. I will identify day and night		PO2. I will identify past and present Diné leaders.		
S1C3. I will have self-respect				
PO1. I will identify respectful terms.				

2nd Grade Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Demonstrate understanding by being able to identify and retell main ideas, key details and words from stories
- Make connections to other Navajo words that share similar sounds

Reading Fundamentals	RF.2.4: Read with sufficient accuracy and fluency to support comprehension.			
Reading Comprehension	RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Writing	W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
Speaking and Listening	SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.			

Notes:

2nd Grade Navajo Language Curriculum—Winter (Q3)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C4. I will demonstrate ways to be thankful for my home and immediate family.	S1C1. I will acknowledge and value my thoughts and personality.	S1.C3. I will recognize historical events of other people that affect my family.	S1C1. I will listen to and understand everyday situational speech.	S1C2. I will identify my life goals.
S1C2. I will practice and maintain the sacredness of self-identity	PO1. I will take care of myself.	PO1. I will identify local historical sites and events	PO3. I will demonstrate my understandings of oral narratives.	PO1. I will recognize the value of positive self esteem.
PO1. I will listen and observe cultural teachings.	S1C4. I will apply and practice the Diné way of life with confidence.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C3. I will identify the process and importance of time.
	PO3. I will listen to oral stories about the stars.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions	PO4. I will identify the vocabulary used in different contexts.	PO3. I will listen to stories of time, day, night, and seasons

2nd Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Demonstrate understanding by being able to identify and retell basic main ideas, key details and words, start developing basic connections across Navajo language and culture, work with key Navajo words in stories
- Pronunciation

Reading Fundamentals	RF.2.4: Read with sufficient accuracy and fluency to support comprehension.
Reading Comprehension	RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Writing	W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Speaking and Listening	SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Notes:

2nd Grade Navajo Language Curriculum—Spring (Q4)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C4. I will understand and appreciate all things.	S1C2. I will apply and practice Din way of life through planning.	S1.C3. I will recognize historical events of other people that affect my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	S1C1. I will recognize the Diné traditional law.
PO3. I will identify and appreciate the teachings of life surrounding the home.	PO3. I will identify the various types of weather.	PO4. I will recognize the relationship of the historical and factual events.	PO3. I will speak Diné language using grammar accurately.	PO1. I will identify the local contact person in charge of emergencies.
S1C1. I will express critical thinking to establish relationships with the environment.	S1C2. I will apply and practice Diné way of life through planning.	S1.C3. I will recognize historical events of other people that affect my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	S1C1. I will recognize the Diné traditional law.
PO1. I will recognize ways to express relationship.	PO1. I will use my cultural teachings about how to take care of earth and sky	PO4. I will recognize the relationship of the historical and factual events.	PO3. I will speak Diné language using grammar accurately.	PO1. I will identify the local contact person in charge of emergencies.
		S1C1. I will be able to understand cultural knowledge that has influenced my family.		S1C3. I will identify the process and importance of time.
		PO4. I will name, recall events, and dates relevant to my current family culture and traditions.		PO3. I will listen to stories of time, day, night and seasons.

2nd Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Demonstrate understanding by being able to identify and retell basic main ideas, key details and words, start developing basic connections across Navajo language and culture
- Recognize spelling of words and words with similar sounds
- District-developed Oral Assessments for final grading

Reading Fundamentals	RF.2.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Writing	W.2.8: Recall information from experiences or gather information from provided sources to answer a question.	
Speaking and Listening	SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	

Notes:

3rd Grade Navajo Language Curriculum—Summer (Q1)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C1. I will express critical thinking to establish relationships with the environment. PO3. I will recognize self-respect	S1C1. I will acknowledge and value my thoughts and personality	S1C4. I will understand time passage and chronology, specific to Diné culture and tradition	S1C1. I will listen to and understand the basic Diné oral language.	S1C4. I will demonstrate to be a self sufficient citizen with a positive attitude.
S1C1. I will express critical thinking to establish relationships with the environment.	PO1. I will take care of myself.	PO1. I will identify my family history and their livelihood.	PO1. I will listen to and understand everyday situational speech.	PO1. I will recognize my family values.
PO2. I will respect my immediate family	S1C2. I will apply and practice Diné way of life through planning.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C2. I will identify my life goals.
	PO2. I will use appropriate kinship terms.	PO1. I will name my four (4) immediate clans.	PO1. I will listen to and understand everyday situational speech.	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.

3rd Grade Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Retell stories and recognize key words using lists (pronunciation and writing)

Reading Fundamentals	RF.3.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Writing	W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
Speaking and Listening	SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

Notes:

3rd Grade Navajo Language Curriculum—Fall (Q2)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C2. I will apply and practice Dine way of life through planning.	S1C3. I will name the various plants within my surroundings.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1.PO3. I will identify emergency resources in the community.
PO3. I will identify the various types of weather.	S1C1. I will acknowledge and value my thoughts and personality.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions.	PO4. I will identify the vocabulary used in different contexts.	S2C1. I will recognize the Diné traditional law
S1C2. I will acknowledge and value my thoughts and personality	PO4. I will identify day and night.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	PO1. I will identify the Navajo Nation President and Vice President.
PO4. I will identify day and night.		PO2. I will identify past and present Diné leaders		
S1C3. I will have self-respect				
PO1. I will identify respectful terms.				

3rd Grade Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Basic written sentence construction based off reading and listening ideas/topics, be able to retell stories by listening, introduce expressive speaking

Reading Fundamentals	RF.3.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
Writing	W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
Speaking and Listening	SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	

Notes:

3rd Grade Navajo Language Curriculum—Winter (Q3)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C4. I will demonstrate ways to be thankful for my home and immediate family.	S1C1. I will acknowledge and value my thoughts and personality.	S1.C3. I will recognize historical events of other people that affect my family.	S1C1. I will listen to and understand everyday situational speech.	S1C2. I will identify my life goals.
S1C2. I will practice and maintain the sacredness of self-identity	PO1. I will take care of myself.	PO1. I will identify local historical sites and events.	PO3. I will demonstrate my understandings of oral narratives.	PO1. I will recognize the value of positive self esteem.
PO1. I will listen and observe cultural teachings.	S1C4. I will apply and practice the Diné way of life with confidence.	S1C1. I will be able to understand cultural knowledge that has influenced my family.	S1C1. I will listen to and understand the basic Diné oral language.	S1C3. I will identify the process and importance of time.
	PO3. I will listen to oral stories about the stars.	PO4. I will name, recall events, and dates relevant to my current family culture and traditions.	PO4. I will identify the vocabulary used in different contexts.	PO3. I will listen to stories of time, day, night, and seasons.

3rd Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Identify and retell basic main ideas, develop stories with key details and words, start developing basic connections across Navajo language and culture, more complex sentence structure

Reading Fundamentals	RF.3.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Writing	W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
Speaking and Listening	SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	

Notes:

3rd Grade Navajo Language Curriculum—Spring (Q4)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
S1C4. I will understand and appreciate all things.	S1C2. I will apply and practice Diné way of life through planning.	S1.C3. I will recognize historical events of other people that affect my family.	S1C3. I will utilize the Diné language to present information in a variety of situations.	S1C1. I will recognize the Diné traditional law.
PO3. I will identify and appreciate the teachings of life surrounding the home	PO3. I will identify the various types of weather.	PO4. I will recognize the relationship of the historical and factual events	PO3. I will speak Diné language using grammar accurately.	PO1. I will identify the local contact person in charge of emergencies.
S1C1. I will express critical thinking to establish relationships with the environment.	S1C2. I will apply and practice Diné way of life through planning.	S1C3. I will identify the process and importance of time.	S1C1. I will listen to and understand the basic Diné oral language.	
PO1. I will recognize ways to express relationship.	PO1. I will use my cultural teachings about how to take care of earth and sky.	PO3. I will listen to stories of time, day, night and seasons.	PO4. I will identify the vocabulary used in different contexts.	
		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.		

3rd Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Using main ideas and words to construct sentences to show understanding, demonstrate expressive Navajo language oral skills
- District-developed Oral Assessments for final grading

Reading Fundamentals	RF.3.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RI.3.6: Distinguish their own point of view from that of the author of a text.	RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Writing	W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening	SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

Notes:

4th Grade Navajo Language Curriculum—Summer (Q1)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C1: I will express critical thinking to establish relationships with the environment	C1: I will acknowledge and value my thoughts and personality	C2: I will understand connections between my culture, sacred sites and historical events	C1: I will listen to and understand the basic Dine language.	C2: I will sustain myself through Dine teachings
PO2: I will demonstrate respect and value of my immediate family	PO1: I will develop my cultural Knowledge to build self-worth	PO4: I will establish kinship with my peers	PO2: I will listen and seek for specific information	PO1: I will practice and follow the cultural teachings
PO3: I will demonstrate appropriate generosity	C2: I will apply and practice the Dine way of life through planning	C2: I will understand connections between my culture, sacred sites and historical sites	PO2: I will identify and name various objects in and around my home	C3: I will identify the process and importance of time
C3: I will have self-respect	PO2: I will express appropriate kinship terms	PO1: I will demonstrate my cultural knowledge gained from my immediate family		PO4: I will value the purpose of time by participating in daily activities
PO4: I will refrain from bullying				C4: I will honor the principles of Dine Common Laws
C2: I will maintain the sacredness of self-identity				PO2: I will identify and respect various family values
PO1: I will listen to and apply Dine teachings				
C3: I will have self-respect				
PO1: I will speak words that reflect my good character				

4th Grade Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Make inferences and retell stories after listening and reading using expressive speaking, more than one sentence construction
- Prepare for Navajo Nation testing

Reading Fundamentals	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.		RF.4.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
Writing	W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
Speaking and Listening	SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.			

Notes:

4th Grade Navajo Language Curriculum—Fall (Q2)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C2: I will maintain the sacredness of self-identity	C1: I will acknowledge and value my thoughts and personality	C1: I will explore and explain how Dine people and historical events have influenced the development of my community	C2: I will speak proper Dine language	C1: I will apply the Dine traditional law by formulating ideas
PO3: I will display and safeguard my thoughts	PO1: I will develop my cultural Knowledge to build self-worth	PO1: I will explain my maternal clan family and its historical origin	PO2: I will use verb modes appropriately to describe what I am doing	PO1: I will outline the structure of the state and tribal leadership (Executive Branch)
C1: I will express critical thinking to establish relationships with the environment	PO4: I will identify the specific phases of the day/night	C2: I will understand connections between my culture, sacred sites and historical events	PO3: I will hold a simple conversation with my peers	PO2: I will explain the difference between the state governor and Navajo Nation president's policies (Executive Branch)
PO3: I will demonstrate appropriate generosity	C2: I will apply and practice the Dine way of life through planning	PO2: I will demonstrate my cultural knowledge gained from immediate family		C3: I will identify the process and importance of time
C3: I will have self-respect	PO2: I will express appropriate kinship terms			PO1: I will describe the value of time in a day
PO4: I will refrain from bullying				
C4: I will express gratitude in everything				
PO1: I will demonstrate thankfulness for my extended family				

4th Grade Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Make inferences and retell stories after listening and reading using expressive speaking, more than one sentence construction
- Navajo Nation testing window

Reading Fundamentals	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.		RF.4.4: Read with sufficient accuracy and fluency to support comprehension.	
Reading Comprehension	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
Writing	W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.			
Speaking and Listening	SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			

Notes:

4th Grade Navajo Language Curriculum—Winter (Q3)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C1: I will express critical thinking to establish relationships with the environment	C1: I will acknowledge and value my thoughts and personality	C3: I will compare and contrast major historical events of Dine and neighboring tribes	C3: I will utilize the Dine language to present information in a variety of situations	C1: I will apply the Dine traditional law by formulating ideas
PO2: I will demonstrate respect and value of my immediate family	PO1: I will develop my cultural Knowledge to build self-worth	PO1: I will research the cultures and lands of other neighboring Indian tribes	PO2: I will use appropriate facial expressions, gestures, or dramatize to support my presentation	PO3: I will identify the attributes of a good Navajo leader
PO3: I will demonstrate appropriate generosity	C2: I will apply and practice the Dine way of life through planning	C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Dine	PO3: I will demonstrate my cultural knowledge in oral presentations	PO4: I will name the duties of the Sate Governer and Navajo Nation President
C2: I will maintain the sacredness of self-identity	PO2: I will express appropriate kinship terms	PO1: I will practice my Dine culture and teachings		C3: I will identify the process and importance of time
PO1: I will listen to and apply Dine teachings	C3: I will implement and recognize the Dine lifestyle	PO3: I will illustrate/draw examples of time passage in architecture/housing, community developments		PO4: I will value the purpose of time by participating in daily activities
C3: I will have self-respect	PO1: I will identify the basic structures and teachings of various hogans			
PO4: I will refrain from bullying	PO2: I will classify the Land and Water Beings in my environment			
C4: I will express gratitude in everything				
PO2: I will show thankfulness for my relatives' values				

4th Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Make inferences and retell stories after listening and reading using expressive speaking, more than one sentence construction

Reading Fundamentals	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.4: Read with sufficient accuracy and fluency to support comprehension.
Reading Comprehension	Speaking, Reading, Listening, Writing; Make inferences and retell stories after listening and reading using expressive speaking, more than one sentence construction	
Writing	W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Speaking and Listening	SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.	

Notes:

4th Grade Navajo Language Curriculum—Spring (Q4)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C3: I will have self-respect	C1: I will acknowledge and value my thoughts and personality	C1: I will explore and explain how Dine people and historical events have influenced the development of my community	C4: I will appropriately express my interpersonal communication by relating to cultural experiences	C1: I will apply the Dine traditional law by formulating ideas
PO1: I will speak words that reflect my good character	PO1: I will develop my cultural Knowledge to build self-worth	PO2: I will recognize leaders that have impacted the Dine Nation	PO1: I will understand language spoken in my immediate community	PO1: I will recognize the Council Delegates and the Speaker (Legislative Branch)
C4: I will express gratitude in everything	C4: I will apply and practice the Dine way of life with confidence	C2: I will understand connections between my culture, sacred sites and historical events	PO3: I will introduce myself and my extended family	C2: I will sustain myself through Dine teachings
PO2: I will show thankfulness for my relatives' values	PO2: I will locate the different water sources	PO3: I will interpret the purpose and meaning of the Navajo Nation symbols		PO3: I will describe ways to maintain a healthy lifestyle
	PO4: I will acknowledge the duality in nature	C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Dine		
		PO1: I will practice my Dine culture teachings		

4th Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Speaking, Reading, Listening, Writing
- Identify and retell basic main ideas, develop connections across Navajo language and culture, presentations to demonstrate understanding and comprehension (Navajo show & tell)

Reading Fundamentals	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.4: Read with sufficient accuracy and fluency to support comprehension.
Reading Comprehension	RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
Writing	W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Speaking and Listening	SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	

Notes:

5th Grade Navajo Language Curriculum—Summer (Q1)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C1: I will express critical thinking to establish relationships with the environment	C1: I will acknowledge and value my thoughts and personality	C1: I will explore and explain how Dine people and historical events have influenced the development of my community	C1: I will listen to and understand the basic Dine language.	C2: I will sustain myself through Dine teachings
PO1: I will develop personal goals to express relationships	PO1: I will develop my cultural Knowledge to build self-worth	PO1: I will explain my maternal clan family and its historical origin	PO1: I will listen to a speaker and restate the main points	PO1: I will practice and follow the cultural teachings
C3: I will have self-respect	PO2: I will organize and keep track of my personal belongings	C2: I will understand connections between my culture, sacred sites and historical sites		PO4: I will recognize social relationships
PO4: I will refrain from bullying		PO2: I will demonstrate my cultural knowledge gained from immediate family		C4: I will honor the principles of Dine Common Laws
C2: I will maintain the sacredness of self-identity		C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Dine		PO3: I will identify the positive attributes of a trustworthy person
PO1: I will listen to and apply Dine teachings		PO1: I will practice my Dine culture teachings		PO4: I will describe a person who is self sufficient
C3: I will have self-respect				
PO2: I will show respect to my peers				

5th Grade Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Recognize sentence structure, Develop sentences orally and in writing
- Recognize relationships between characters, environment, people, animals, etc.

Reading Fundamentals	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.4: Read with sufficient accuracy and fluency to support comprehension.
Reading Comprehension	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
Writing	W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Speaking and Listening	SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	

Notes:

5th Grade Navajo Language Curriculum—Fall (Q2)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C2: I will maintain the sacredness of self-identity	C1: I will acknowledge and value my thoughts and personality	C2: I will understand connections between my culture, sacred sites and historical events	C2: I will speak proper Dine language	C1: I will apply the Dine traditional law by formulating ideas
PO1: I will listen to and apply Dine teachings	PO1: I will develop my cultural Knowledge to build self-worth	PO1: I will research the sacred sites within my community	PO1: I will give oral directions to my peers	PO3: I will describe the qualifications of a council delegate (Legislative Branch)
PO4: I will explain good judgements that I use to guide me	PO2: I will organize and keep track of my personal belongings	C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Dine	PO2: I will use verb modes appropriately to describe what I am doing	PO1: I will recognize the court system (i.e. Family and District) (Judicial Branch)
C3: I will have self-respect	C3: I will implement and recognize the Dine lifestyle	PO1: I will practice my Dine culture teachings	PO4: I will converse with more complex sentences	C3: I will identify the process and importance of time
PO2: I will show respect to my peers	PO3: I will recognize the edible plants in my environment			PO3: I will describe the time of day and night stories

5th Grade Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Introduction to basic research skills using Navajo cultural events, history, and government as basis

Reading Fundamentals	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.4: Read with sufficient accuracy and fluency to support comprehension.
Reading Comprehension	RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.
Writing	W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Speaking and Listening	SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

Notes:

5th Grade Navajo Language Curriculum—Winter (Q3)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C2: I will maintain the sacredness of self-identity	C1: I will acknowledge and value my thoughts and personality	C1: I will explore and explain how Dine people and historical events have influenced the development of my community	C3: I will utilize the Dine language to present information in a variety of situations	C1: I will apply the Dine traditional law by formulating ideas
PO1: I will listen to and apply Dine teachings	PO1: I will develop my cultural Knowledge to build self-worth	PO3: I will explain the Dine historical timeline	PO3: I will demonstrate my cultural knowledge in oral presentations	PO2: I will identify the process of rule making of Council Delegates (Legislative Branch)
PO3: I will demonstrate appropriate generosity	PO2: I will organize and keep track of my personal belongings	C3: I will compare and contrast major historical events of Dine and neighboring tribes	PO4: I will recite a poem in front of an audience	PO4: I will distinguish the duties of the Council Delegates and Speaker (Legislative Branch)
C3: I will have self-respect	C2: I will apply and practice the Dine way of life through planning	PO2: I will compare Dine and a neighboring tribe's historical timeline		PO3: I will describe the qualifications of Chief Justice (Judicial Branch)
PO2: I will show respect to my peers	PO1: I will retell my cultural teachings of Earth and sky	PO4: I will research how the Navajo language played a role in contributing to our safety and protection		
PO4: I will refrain from bullying	C4: I will apply and practice the Dine way of life with confidence			
C4: I will express gratitude in everything	PO3: I will identify the constellations			
PO3: I will express appreciation for the teachings from my relatives				

5th Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Develop research topic incorporating Navajo character, culture, history, and government
- Present research idea in Navajo language

Reading Fundamentals	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.4: Read with sufficient accuracy and fluency to support comprehension.
Reading Comprehension	RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Writing	W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Speaking and Listening	SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	

Notes:

5th Grade Navajo Language Curriculum—Spring (Q4)

Instruction				
Communication:	Cultures:	Connections:	Comparisons:	Communities:
<ul style="list-style-type: none"> • Interpersonal communication • Interpretative communication • Presentational communication 	<ul style="list-style-type: none"> • Relating cultural practices to perspectives • Relating cultural products to perspectives 	<ul style="list-style-type: none"> • Making connections • Acquiring information and diverse perspectives 	<ul style="list-style-type: none"> • Language comparisons • Cultural comparisons 	<ul style="list-style-type: none"> • School and global communities • Lifelong learning

Navajo Language Standards

Character	Culture	History	Oral Language	Government
C2: I will maintain the sacredness of self-identity	C1: I will acknowledge and value my thoughts and personality	C2: I will understand connections between my culture, sacred sites and historical events	C4: I will appropriately express my interpersonal communication by relating to cultural experiences	C2: I will sustain myself through Dine teachings
PO1: I will listen to and apply Dine teachings	PO2: I will organize and keep track of my personal belongings	PO2: I will demonstrate my cultural knowledge gained from immediate family	PO1: I will understand language spoken in my immediate community	PO1: I will practice and follow the cultural teachings
C4: I will express gratitude in everything	C3: I will implement and recognize the Dine lifestyle	C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Dine	PO4: I will recite songs and poems to an audience	PO2: I will show ways to sustain my mental health through Dine teachings
PO3: I will express appreciation for the teachings from my relatives	PO3: I will recognize the edible plants in my environment	PO1: I will practice my Dine culture teachings		
		PO4: I will retell major Dine historical events		

5th Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Present research topic in Navajo or English (depending on class readiness determined by teacher)

Reading Fundamentals	RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RF.5.4: Read with sufficient accuracy and fluency to support comprehension.
Reading Comprehension	RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Writing	W.5.6: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W.5.8: Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening	SL.5.3: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	

Notes: