



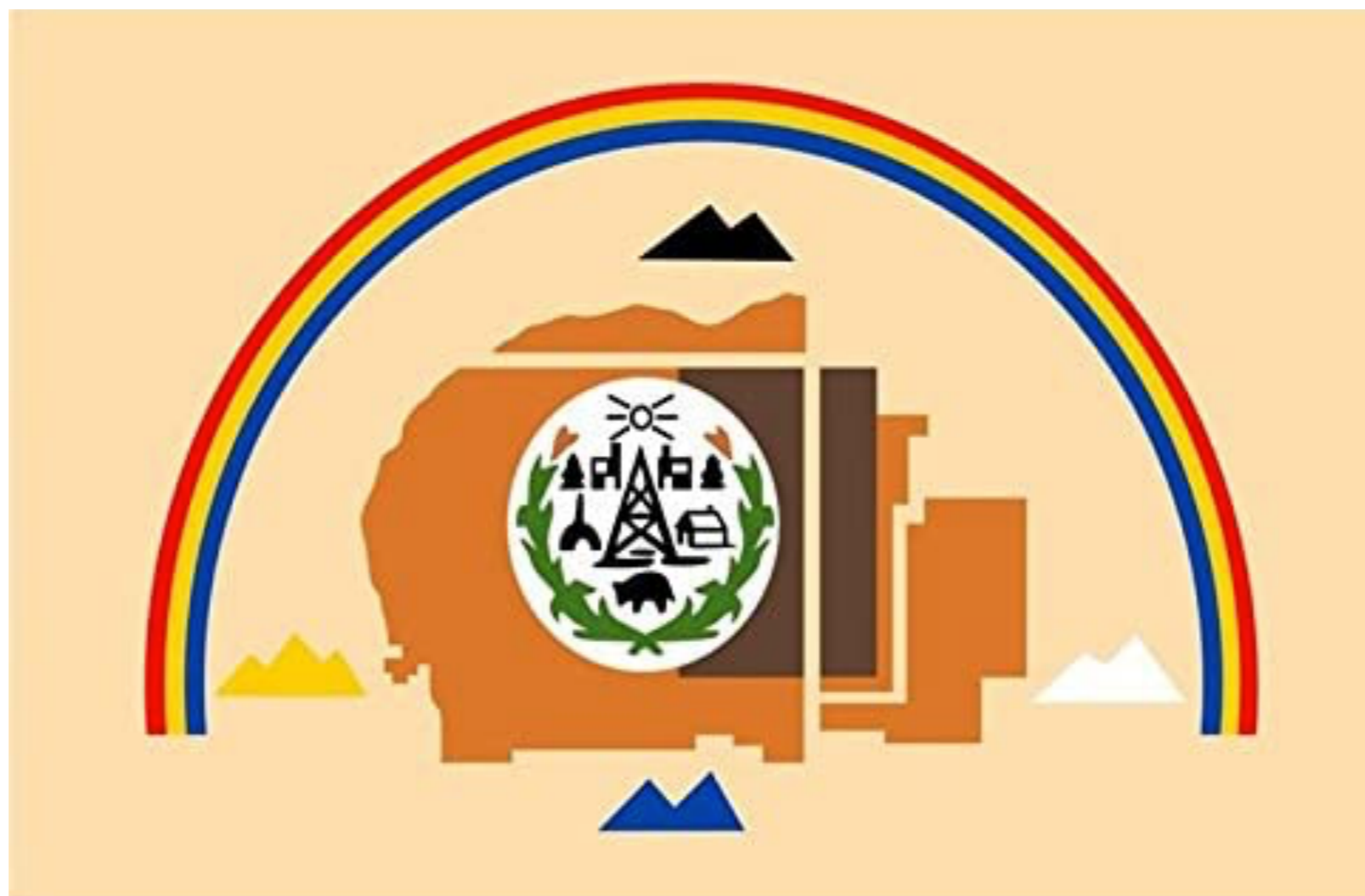
Cuba



Independent School District

SECONDARY

NAVAJO LANGUAGE CURRICULUM



6th 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
PO4: I will practice appropriate teasing with my relatives	PO1: I will develop my cultural Knowledge to build self-worth	PO1: I will explain my maternal clan family and its historical origin	PO3: I will demonstrate my comprehension by acting out a story	PO1: I will practice and follow the cultural teachings
C2: I will maintain the sacredness of self-identity	C3: I will implement and recognize the Dine lifestyle	C2: I will understand connections between my culture, sacred sites and historical sites		C3: I will identify the process and importance of time
PO1: I will listen to and apply Dine teachings	PO4: I will identify the usage of herbs	PO2: I will demonstrate my cultural knowledge gained from immediate family		PO4: I will value the purpose of time by participating in daily activities
C3: I will have self-respect		C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Dine		
PO3: I will cooperate with my peers		PO2: I will identify the teachings of Dine culture and history		
PO4: I will refrain from bullying				

6th Grade Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Recognize key ideas in stories
- Write short summaries on stories read and heard orally
- Compare and present key ideas to classmates

Reading Comprehension	RL.6.1: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
Writing	W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Speaking and Listening	SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	

Notes:

6th 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	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
PO1: I will listen to and apply Dine teachings	PO1: I will develop my cultural Knowledge to build self-worth	PO3: I will identify the captivity and the hardship that affected Dine people	PO1: I will research a topic and give an oral report	PO2: I will apply appropriate rules of behavior in an emergency situation (Security Branch)
PO2: I will develop wise things in my personal life	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 demonstrate my cultural knowledge in oral presentation	PO3: I will distinguish among different types of emergency situations (Security Branch)
C1: I will express critical thinking to establish relationships with the environment	PO1: I will describe the cultural teachings of the Fire stick	PO2: I will demonstrate my cultural knowledge gained from immediate family		C3: I will identify the process and importance of time
PO4: I will practice appropriate teasing with my relatives				PO4: I will value the purpose of time by participating in daily activities
C3: I will have self-respect				
PO3: I will cooperate with my peers				
PO4: I will refrain from bullying				

6th Grade Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Recognize key ideas in stories
- Write short summaries on stories read and heard orally
- Group work within classes to demonstrate understanding of Navajo concepts and culture
- Development of research project

Reading Comprehension	RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.	
Writing	W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		W.6.5: With some 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.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			

Notes:

6th 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	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
PO1: I will listen to and apply Dine teachings	PO1: I will develop my cultural Knowledge to build self-worth	PO3: I will identify the captivity and the hardship that affected Dine people	PO1: I will research a topic and give an oral report	PO2: I will apply appropriate rules of behavior in an emergency situation (Security Branch)
PO2: I will develop wise things in my personal life	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 demonstrate my cultural knowledge in oral presentation	PO3: I will distinguish among different types of emergency situations (Security Branch)
C1: I will express critical thinking to establish relationships with the environment	PO1: I will describe the cultural teachings of the Fire stick	PO2: I will demonstrate my cultural knowledge gained from immediate family		C3: I will identify the process and importance of time
PO4: I will practice appropriate teasing with my relatives				PO4: I will value the purpose of time by participating in daily activities
C3: I will have self-respect				
PO3: I will cooperate with my peers				
PO4: I will refrain from bullying				

6th Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Recognize key ideas in stories
- Write short summaries on stories read and heard orally
- Presentation of understanding of short stories to class
- Group work within classes to demonstrate understanding of Navajo concepts and culture
- Continue work on research projects

Reading Comprehension	RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
Writing	W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Speaking and Listening	SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Notes:

6th 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
C4: I will express gratitude in everything	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
PO4: I will practice life skills from my relatives	PO1: I will develop my cultural Knowledge to build self-worth	PO4: I will retell Dine oral narratives	PO1: I will listen and understand spoken in my immediate community	PO4: I will recognize the duties of emergency personnel
C2: I will maintain the sacredness of self-identity	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	PO2: I will ask questions about cultural events within my immediate community	C3: I will identify the process and importance of time
PO1: I will listen to and apply Dine teachings	PO3: I will listen to and retell stories related to elements of nature	PO1: I will practice my Dine culture teachings		PO2: I will retell the responsibility and duties of time in a day
	PO4: I will retell the sacred stories of the Birds and Insects			
	C3: I will implement and recognize the Dine lifestyle			
	PO4: I will identify the usage of herbs			

6th Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Recognize key ideas in stories
- Write short summaries on stories read and heard orally
- Presentation of understanding of short stories to class
- Group work within classes to demonstrate understanding of Navajo concepts and culture
- Presentation of research topics both orally and in writing demonstrating ability to read and write in Navajo

Reading Comprehension	RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
Writing	W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.6.10: 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.6.5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	

Notes:

7th 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 recognize and value my thoughts and personality	C1: I will present how Dine people and events have influenced the development of Dine communities and culture to the present day	C4: I will appropriately express my interpersonal communication by relating to cultural experiences	C2: I will identify my goals
PO4: I will practice appropriate teasing with my relatives	PO1: I will engage in activities that will increase my sense of self worth	PO1: I will research daily survival skills from the past that influenced the development of my community	PO1: I will comprehend language spoken in my surrounding Navajo communities	PO1: I will demonstrate positive role model through cultural teachings
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	PO2: I will ask questions in order to gather information about my surrounding communities	PO2: I will share ways to balance my mental health from cultural teaching
PO1: I will listen to and apply Dine teachings		PO1: I will apply my customary teachings to my livelihood		PO3: I will describe and list nutritional traditional foods
C3: I will have self-respect		PO4: I will describe ways to value and maintain my Dine language		PO4: I will research the attributes of my primary clan
PO3: I will cooperate with my peers				
PO4: I will refrain from bullying				

7th Grade Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Make connections between Navajo culture to other cultures
- Work in groups to communicate with peers in Navajo language and show similarities/differences between classmates

Reading Comprehension	RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RL.7.3: Analyze how particular elements of a story or drama interact.	RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Writing	W.7.1: Write arguments to support claims with clear reasons and relevant evidence.		W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Speaking and Listening	SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			

Notes:

7th 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 recognize and value my thoughts and personality	C1: I will present how Dine people and events have influenced the development of Dine communities and culture to the present day	C2: I will begin to demonstrate the basic Navajo language structure by using oral communication	C3: I will identify the process and importance of time
PO1: I will listen to and apply Dine teachings	PO4: I will explain and retell the cultural relevance of day and night	PO2: I will identify an event relating to important people in Dine history	PO3: I will correctly use first, second, and third person verb usage <i>i.e. Sh7la' t1n1sgis, n7la t11n7gis, b7la' t1n47gis.</i>	PO1: I will present the value of time of day to my peers
PO2: I will develop wise things in my personal life	C3: I will implement and recognize the Dine lifestyle	C3: I will analyze and interpret major historical events of Dine and neighboring tribes	C3: I will utilize the Dine language to present information in a variety of situations	PO2: I will plan and prepare for daily activities
C3: I will have self-respect	PO1: I will differentiate the teachings of the hogan	PO1: I will analyze and demonstrate my knowledge of Dine wars within the surrounding areas	PO3: I will show and tell about a cultural item	PO3: I will role play a story that represents time of day and night
PO2: I will cooperate with my peers		PO3: I will identify peacetime relations with neighboring people in the 1800s		PO4: I will apply expected duties in a day
		C4: I will understand the integrity of my culture, language and values that are protected and maintained		
		PO1: I will apply my customary teachings to my livelihood		

7th Grade Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Make connections between Navajo culture/history to other cultures and American history
- Use expressive language, Command classmates using correct verb usage
- Navajo show and tell demonstrating understanding of culture and language

Reading Comprehension	RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Writing	W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Speaking and Listening	SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	

Notes:

7th 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	C2: I will apply and practice the Dine way of life through planning	C2: I will make connections between my culture, sacred sites, and historical sites	C1: I will listen and understand the basic Dine language	C4: I will analyze the appropriate skills to become self sufficient
PO1: I will listen to and apply Dine teachings	PO1: I will practice my cultural teachings of Earth and Sky	PO2: I will present a teaching based on Dine philosophy	PO2: I will perform cultural duties asked of me in social settings	PO1: I will practice my family values
PO2: I will develop wise things in my personal life	C4: I will apply and practice the Dine way of life with confidence	C4: I will understand the integrity of my culture, language and values that are protected and maintained	C3: I will utilize the Dine language to present information in a variety of situations	PO2: I will demonstrate ways to apply my family values
C1: I will express critical thinking to establish relationships with the environment	PO3: I will explore the constellations and winter-related games	PO2: I will identify changes in customs and goods	PO4: I will sing a song that is seasonally appropriate	
PO4: I will practice appropriate teasing with my relatives				
C3: I will have self-respect				
PO3: I will cooperate with my peers				
PO4: I will refrain from bullying				

7th Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Make connections between Navajo culture/history to other cultures and American history
- Use expressive language, Command classmates using correct verb usage
- Choose research topic to present understanding of Navajo culture and history and how it relates to other classes/subjects

Reading Comprehension	RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
Writing	W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Speaking and Listening	SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	

Notes:

7th 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
C4: I will express gratitude in everything	C1: I will recognize and value my thoughts and personality	C2: I will make connections between my culture, sacred sites, and historical sites	C1: I will listen and understand the basic Dine language	C4: I will analyze the appropriate skills to become self sufficient
PO4: I will practice life skills from my relatives	PO1: I will engage in activities that will increase my sense of self worth	PO3: I will interpret the symbolic representations of the Navajo Nation flag and seal	PO1: I will understand conversations among my people	PO3: I will list character traits of a trustworthy person
C2: I will maintain the sacredness of self-identity	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	C2: I will begin to demonstrate the basic Navajo language structure by using oral communication	PO4: I will interview a self-reliant person
PO1: I will listen to and apply Dine teachings	PO2: I will compare the usage of kinship terms in today's society	PO3: I will present examples of changes in architecture/housing	PO1: I will give a series of directions to a peer	
	C3: I will implement and recognize the Dine lifestyle		C4: I will appropriately express my interpersonal communication by relating to cultural experiences	
	PO4: I will integrate different uses of herbology		PO1: I will comprehend language spoken in my surrounding Navajo communities	
	C4: I will apply and practice the Dine way of life with confidence		PO4: I will maintain dances and songs by appropriate participation	
	PO2: I will identify different water sources and their purpose of usage			

7th Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Make connections between Navajo culture/history to other cultures and American history
- Use expressive language
- Command classmates using correct verb usage
- Present research project orally and in writing (essay form)

Reading Comprehension	RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
Writing	W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.7.10: 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.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	

Notes:

8th 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 recognize and value my thoughts and personality	C2: I will make connections between my culture, sacred sites, and historical sites	C4: I will appropriately express my interpersonal communication by relating to cultural experiences	C1: I will examine and critique each Dine Traditional Law (Executive, Legislative, Judicial, and Security Branches)
PO4: I will practice appropriate teasing with my relatives	PO1: I will engage in activities that will increase my sense of self worth	PO4: I will explain information of my clan origin stories	PO1: I will comprehend language spoken in my surrounding Navajo communities	PO1: I will name and identify the 12 divisions (Executive)
C2: I will maintain the sacredness of self-identity	PO3: I will demonstrate proper usage of traditional attire	C4: I will understand the integrity of my culture, language and values that are protected and maintained	PO2: I will ask questions in order to gather information about my surrounding communities	PO2: I will identify the 5 subdivisions (Executive)
PO1: I will listen to and apply Dine teachings		PO1: I will apply my customary teachings to my livelihood		PO3: I will describe the purpose of at least one division (Executive)
C3: I will have self-respect		PO4: I will describe ways to value and maintain my Dine language		PO4: I will describe the purpose of at least one subdivision (Executive)
PO3: I will cooperate with my peers				
PO4: I will refrain from bullying				

8th Grade Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Prepare for Navajo Nation language assessment

Reading Comprehension	RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Writing	W.8.1: Write arguments to support claims with clear reasons and relevant evidence	W.8.2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
Speaking and Listening	SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.			

Notes:

8th 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	C4: I will apply and practice the Dine way of life with confidence	C2: I will make connections between my culture, sacred sites, and historical events	C3: I will utilize the Dine language to present information in a variety of situations	C1: I will examine and critique each Dine Traditional Law (Executive, Legislative, Judicial, and Security Branches)
PO1: I will listen to and apply Dine teachings	PO1: I will live by the fundamental standards of living in harmony	PO1: I will research and compare Athabaskan and Dine lifestyles and cultures	PO2: I will enact cultural stories	PO1: I will identify and list the Four Standing Committee (Legislative)
PO2: I will develop wise things in my personal life	PO4: I will identify the stories related to Duality	C3: I will analyze and interpret major historical events of Dine and neighboring tribes	PO4: I will sing a song that is seasonally appropriate	PO2: I will explain the roles and duties of the Four Standing Committee (Legislative)
C3: I will have self-respect		PO4: I will describe how Dine language played a role in World War II		PO3: I will describe the Navajo Nation election process (Legislative)
PO2: I will cooperate with my peers		C4: I will understand the integrity of my culture, language and values that are protected and maintained		PO4: I will describe the purpose of the Navajo Nation Rules and ethics (Legislative)
		PO1: I will apply my customary teachings to my livelihood		
		PO4: I will describe ways to value and maintain my Dine language		

8th Grade Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Navajo Nation language assessment

Reading Comprehension	RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.	RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Writing	W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Speaking and Listening	SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	

Notes:

8th 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 recognize and value my thoughts and personality	C1: I will present how Dine people and events have influenced the development of Dine communities and culture to the present day	C2: I will begin to demonstrate the basic Navajo language structure by using oral communication	C1: I will examine and critique each Dine Traditional Law (Executive, Legislative, Judicial, and Security Branches)
PO1: I will listen to and apply Dine teachings	PO2: I will show responsibility by knowing the stories related to my belongings	PO3: I will report on a historical event	PO2: I will recognize patterns in regular and irregular verbs	PO1: I will research family and peacemaking courts
PO2: I will develop wise things in my personal life	C3: I will implement and recognize the Dine lifestyle	C3: I will analyze and interpret major historical events of Dine and neighboring tribes	C3: I will utilize the Dine language to present information in a variety of situations	PO2: I will compare the differences in the family and peacemaking courts
C1: I will express critical thinking to establish relationships with the environment	PO2: I will present the stories related to Land and Water Beings	PO2: I will identify the historical events that pertain to the 1680s captivities	PO2: I will enact cultural stories	PO3: I will define the roles of a Peacemaking and Judiciary court systems
PO4: I will practice appropriate teasing with my relatives		C4: I will understand the integrity of my culture, language and values that are protected and maintained		PO4: I will analyze the purpose of a judicial system
C3: I will have self-respect		PO2: I will identify changes in customs and goods		
PO3: I will cooperate with my peers				
PO4: I will refrain from bullying				

8th Grade Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Introduction to Navajo keyboard
- Choose research topic on key Navajo historical event

Reading Comprehension	RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Writing	W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Speaking and Listening	SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	

Notes:

8th 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
C4: I will express gratitude in everything	C1: I will recognize and value my thoughts and personality	C2: I will make connections between my culture, sacred sites, and historical sites	C1: I will listen and understand the basic Dine language	C1: I will examine and critique each Dine Traditional Law (Executive, Legislative, Judicial, and Security Branches)
PO4: I will practice life skills from my relatives	PO1: I will engage in activities that will increase my sense of self worth	PO3: I will interpret the symbolic representations of the Navajo Nation flag and seal	PO1: I will understand conversations among my people	PO1: I will assess different types of emergency situations and make a report
C2: I will maintain the sacredness of self-identity	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	C2: I will begin to demonstrate the basic Navajo language structure by using oral communication	PO2: I will perform the correct emergency procedure to respond to an emergency situation
PO1: I will listen to and apply Dine teachings	PO2: I will compare the usage of kinship terms in today's society	PO3: I will present examples of changes in architecture/housing	PO4: I will converse in complex narratives	PO3: I will be alert of an impending emergency
	C3: I will implement and recognize the Dine lifestyle		C4: I will appropriately express my interpersonal communication by relating to cultural experiences	PO4: I will report an emergency situation by role playing
	PO4: I will integrate different uses of herbology		PO2: I will ask questions in order to gather information about my surrounding communities	
	C4: I will apply and practice the Dine way of life with confidence		PO3: I will present information about my surrounding communities	
	PO2: I will identify different water sources and their purpose of usage			

8th Grade Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Present research topic orally and essay written in Navajo
- Community outreach project to enable parental and community involvement with Navajo language classes

Reading Comprehension	RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
Writing	W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.8.10: 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.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	

Notes:

Navajo I 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 use my critical thinking to establish relationships with the environment	S1C1. I will recognize and value my thoughts and personality.	S1C2. I will make connections between my culture, sacred sites and historical events.	S3C2. I will listen and communicate effectively with logical Diné language structure appropriate to various situations.	Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University Course Description (3 College Credits): This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.
PO1: I will apply my life skills to be a responsible citizen	PO1. I will apply and practice what I have learned about self-respect and awareness.	PO4. I will apply kinship by using the appropriate teachings.	PO1. I will utilize the Diné language in any setting.	
C2: I will maintain the sacredness of self-identity	S1C1. I will recognize and value my thoughts and personality.	S1C4. I will understand the integrity of my culture, language and values that are protected and maintained.		
PO1: I will model Dine teachings in my daily life	PO4. I will employ rules of daytime and nighttime.	PO1. I will identify and apply culturally appropriate uses of places and time.		
PO2: I will show value of who I am through Dine teachings				

Navajo I Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- District-developed Assessment to determine baseline
- Reading, Writing, Speaking, Listening
- Show ability to read and write
- Comprehend Navajo language when spoken to show proficiency in reading and writing

Reading Comprehension	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
Writing	W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Speaking and Listening	SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			

Notes:

Navajo I 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
C1: I will use my critical thinking to establish relationships with the environment	S1C2. I will apply and practice the Diné way of life with confidence.	S1C1. I will present how Diné people and events have influenced the development of Diné communities and culture to the present day.	S3C1. I will listen and communicate effectively with logical Diné language structure appropriate to various situations.	<p>Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University</p> <p>Course Description (3 College Credits):</p> <p>This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.</p>
PO4: I will express and show cognizant of appropriate teasing	PO2. I will research clan groups to recognize my peers as relatives.	PO3. I will research and analyze the Diné historical events.	PO4. I will identify the vocabulary used in different contexts.	
C3: I will have self-respect		S1C2. I will make connections between my culture, sacred sites and historical events.	S3C2. I will listen and communicate effectively with logical Diné language structure appropriate to various situations.	
PO2: I will express my compassion and acknowledgement to all		PO2. I will demonstrate knowledge of traditional Rites of Passage.	PO2. I will formulate questions	
			S3C4. I will communicate effectively by making connections to personal, social, cultural, and historical experiences. PO1. I will respond to oral commands	

Navajo I Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Show proficiency in Navajo keyboard
- Select research topic
- Basic commands in classroom to show leadership and comprehension of Navajo language
- Recognize basic themes and repeated words in stories read and heard

Reading Comprehension	RL.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	RI.9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
Writing	W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Speaking and Listening	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.			

Notes:

Navajo I 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	S1C3. I will implement and recognize the Diné lifestyle.	S1C1. I will present how Diné people and events have influenced the development of Diné communities and culture to the present day.	S3C3. I will utilize the Diné language to present information in a variety of situations.	<p>Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University</p> <p>Course Description (3 College Credits): This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.</p>
PO3: I will express the Dine way of life	PO1. I will research and present on the history of the different type of hogans.	PO4. I will research and analyze changes in cultural practices.	PO3. I will prepare a traditional dish and share the recipe.	
C3: I will have self-respect	S1C4. I will apply and practice the Diné way of life with confidence.	S1C3. I will analyze and interpret major historical events of Diné and neighboring tribes.	S3C4. I will communicate effectively by making connections to personal, social, cultural, and historical experiences.	
PO3: I will express sympathy to others	PO1. I will recognize and demonstrate the stories related to fire stick.	PO1. I will interview and research historical homelands.	PO3. I will research and present Diné cultural items.	

Navajo I Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Show proficiency in Navajo keyboard
- Continue research topics
- Written reports on winter stories told in class
- Recognize basic themes and repeated words in stories read and heard
- Communicate in classroom only in Navajo language
- Greet fellow classmates/community members in Navajo

Reading Comprehension	RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determine which details are emphasized in each account.	RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Writing	W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Speaking and Listening	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	

Notes:

Navajo I 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
C4: I will express gratitude in everything	S1C2. I will apply and practice the Diné way of life with confidence.	S1C2. I will make connections between my culture, sacred sites and historical events.	S3C1. I will listen and communicate effectively with logical Diné language structure appropriate to various situations.	Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University Course Description (3 College Credits): This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.
PO1: I will show appreciation for my Dine language and customary practices	PO3. I will practice respect of nature in my daily life.	PO3. I will compare and contrast symbols of Arizona, Utah, New Mexico, Colorado, and the Navajo Nation flags and seals.	PO1. I will comprehend Diné bizaad spoken to me in school	
PO4: I will express and be grateful for cultural wisdom.		S1C4. I will understand the integrity of my culture, language and values that are protected and maintained.	S3C3. I will utilize the Diné language to present information in a variety of situations.	
		PO3. I will interview and research the reasons for changes in living environments (Home and Community).	PO4. I will sing a variety of Diné songs.	

Navajo I Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Show proficiency in Navajo keyboard
- Present research topic orally and write essay to accompany it
- Communicate in classroom only in Navajo language
- Greet fellow classmates/community members and engage them in conversations in Navajo

Reading Comprehension	RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	
Writing	W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.10: 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 tasks, purposes, and audiences.
Speaking and Listening	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Notes:

Navajo II 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
C2: I will maintain the sacredness of self-identity	S1C4. I will apply and practice the Diné way of life with confidence.	S1C1. I will present how Diné people and events have influenced the development of Diné communities and culture to the present day.	S3C1. I will listen and communicate effectively with logical Diné language structure appropriate to carious situations.	<p>Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University</p> <p>Course Description (3 College Credits):</p> <p>This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.</p>
PO1: I will model Dine teachings in my daily life	PO4. I will live and retell the stories related to Duality.	PO1. I will research the First People and their influences on our current governance and family relationship.	PO1. I will comprehend Diné bizaad spoken to me in school.	
PO2: I will show value of who I am through Dine teachings		S1C4. I will understand the integrity of my culture, language and values that are protected and maintained.	PO2. I will respond physically to complex commands including postpositions and actions.	
		PO4. I will research the purpose of events in a historical timeline.	S3C2. I will listen and communicate effectively with logical Diné language structure appropriate to various situations.	
			PO1. I will utilize the Diné language in any setting.	

Navajo II Navajo Language Curriculum—Summer (Q1)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Show proficiency in Navajo keyboard
- Show proficiency in Navajo language by speaking only Navajo in class, with classmates and at home
- Present research topic in Navajo language accompanied by typed essay in Navajo

Reading Comprehension	RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
Writing	W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Speaking and Listening	SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			

Notes:

Navajo II 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
C1: I will use my critical thinking to establish relationships with the environment	S1C1. I will recognize and value my thoughts and personality.	S1C3. I will analyze and interpret major historical events of Diné and neighboring tribes.	S3C1. I will listen and communicate effectively with logical Diné language structure appropriate to various situations	<p>Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University</p> <p>Course Description (3 College Credits):</p> <p>This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.</p>
PO2: I will coordinate a plan to show respect of the environment	PO2. I will care for my belongings and teach accordingly.	PO2. I will research how American government affected the Diné way of life and that of surrounding tribes.	PO3. I will demonstrate my understandings of oral narratives and other authentic stories.	
PO3: I will organize events to care for the environment	PO3. I will present and explain culture items and jewelry.	PO3. I will research and analyze the Treaty of 1868.	S3C2. I will listen and communicate effectively with logical Diné language structure appropriate to various situations.	
C3: I will have self-respect	S1C2. I will apply and practice the Diné way of life with confidence.		PO1. I will utilize the Diné language in any setting.	
PO1: I will speak honorable words	PO4. I will design a preservation project for sacred birds and insects.		PO4. I will speak fluently in various situations/dialogues.	

Navajo II Navajo Language Curriculum—Fall (Q2)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Show proficiency in Navajo keyboard
- Show proficiency in Navajo language by speaking only Navajo in class, with classmates and at home
- Present research topic in Navajo language accompanied by typed essay in Navajo
- Demonstrate comprehension of stories told in class by retelling main ideas and major events in Navajo language

Reading Comprehension	RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
Writing	W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Speaking and Listening	SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			

Notes:

Navajo II 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	S1C2. I will apply and practice the Diné way of life with confidence.	S1C2. I will make connections between my culture, sacred sites and historical events.	S3C2. I will listen and communicate effectively with logical Diné language structure appropriate to various situations.	<p>Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University</p> <p>Course Description (3 College Credits):</p> <p>This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.</p>
PO3: I will express the Dine way of life	PO1. I will present cultural teaching about earth and sky.	PO1. I will research the link between Athabascan and Diné people.	PO3. I will ask questions and apply information gained to real life situations	
PO4: I will model and teach Dine moral practices	S1C4. I will apply and practice the Diné way of life with confidence.	S1C4. I will understand the integrity of my culture, language and values that are protected and maintained.	PO4. I will speak fluently in various situations/dialogues.	
C3: I will have self-respect	PO1. I will recognize and demonstrate the stories related to fire stick.	PO2. I will present a timeline that reflects parallel historical events from across the globe and Diné National history.	S3C4. I will communicate effectively by making connections to personal, social, cultural, and historical experiences.	
PO4: I will practice ways to seek guidance and counsel			PO2. I will hold a conversation about myself, my family and my interests.	

Navajo II Navajo Language Curriculum—Winter (Q3)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Show proficiency in Navajo keyboard
- Show proficiency in Navajo language by speaking only Navajo in class, with classmates and at home
- Present research topic in Navajo language accompanied by typed essay in Navajo
- Demonstrate comprehension of stories told in class by retelling main ideas and major events in Navajo language
- Conduct in-class interviews of classmates

Reading Comprehension	RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Writing	W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
Speaking and Listening	SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	

Notes:

Navajo II 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
C4: I will express gratitude in everything	S1C3. I will implement and recognize the Diné lifestyle.	S1C1. I will present how Diné people and events have influenced the development of Diné communities and culture to the present day.	S3C3. I will utilize the Diné language to present information in a variety of situations.	<p>Students may take Navajo Government (NAV-221) for Dual Credit at Navajo Technical University</p> <p>Course Description (3 College Credits):</p> <p>This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.</p>
PO2: I will practice my language and culture by using it to plan and teach others	PO2. I will research the cultural stories relevant to land and water.	PO2. I will research Diné leaders' accomplishments and impacts on Diné history.	PO1. I will present a persuasive speech on a cultural topic.	
PO3: I will demonstrate ways to honor the Dine culture	PO3. I will integrate different uses of plants.	S1C3. I will analyze and interpret major historical events of Diné and neighboring tribes.	PO2. I will perform a student-created skit to an audience.	
	PO4. I will explain the steps in preparation of traditional herbs used for medicine.	PO4. I will interview and research stories of Diné soldiers.	S3C4. I will communicate effectively by making connections to personal, social, cultural, and historical experiences.	
			PO4. I will compose my own songs.	

Navajo II Navajo Language Curriculum—Spring (Q4)

Assessments/Tools

- Reading, Writing, Speaking, Listening
- Show proficiency in Navajo keyboard
- Show proficiency in Navajo language by speaking only Navajo in class, with classmates and at home
- Present research topic in Navajo language accompanied by typed essay in Navajo
- Demonstrate comprehension of stories told in class by retelling main ideas and major events in Navajo language
- Conduct community interviews with interesting/important people and elders

Reading Comprehension	RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing	W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.10: 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 tasks, purposes, and audiences.
Speaking and Listening	SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Notes:

Course: NAV-221 (3) Navajo Government		Location: Navajo Tech University	
Course Type:	Dual Credit		
Course Description:	<p>This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.</p>		

Curriculum
 Independence
 School District



Course Title: NAV 221 Navajo Government (Dual Credit)
Prerequisite: Successfully Completion of Navajo History
Credit Hours: 3 Credit Hours @ N.T.U
High School Credit: 1.0
Semester: Spring 2020

Instructor: Matilda Lee
Email: mlee@cuba.k12.nm.us
Class Location: Room 142
Class Meeting Times: 7th period

Textbook(s): Navajo Political, David E. Wilkins
Navajo Nation Close up Program, Navajo Nation Division of Dine Education
Navajo Leadership and Government: A History, Rough Rock School Title IV-B Materials
Exploring the Navajo Nation Chapter by Chapter: Navajo Times, Salina Bookshelf

Required Materials: Composition Book, pencil/pen
Laptop

Mission Statement: Navajo Technical University's mission is to provide University readiness programs, certificates, associates, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service-learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to high quality, student-oriented, hands-on learning environment based on the Diné cultural principles: **Nitsáhákees, Nahát'á, Íina, Siihasin.**

Course Description: This course is a study of the history, nature, organization, and operation of the Navajo Tribal government. It concentrates on its evolution since its beginning in 1920 and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments. This course is offered in collaboration as dual credit with Navajo Technical University (NAV 211). This course meets the requirements for the Chief Manuelito Scholarship.

Course Objectives:

1. Student will learn the system of ruling, directing, or guiding of community government.
2. Student will learn the function of governments to make decisions that affect all members of its society.
3. Student will learn the Navajo Tribal Code vs. Navajo Constitution.
4. Student will learn about the Three Branch Government: Legislative Branch, Executive Branch and Judicial Branch.
5. Student will learn about the Navajo Nation Council members who are the standing committees of the Council.

Students are expected to attend and participate in all class activities as listed above. Students are expected to spend time outside of class studying the course materials.

Grading: Grade point averages are computed on the following scale with points computed for each hour of credit attempted:

90 – 100%	A	4 points
80 – 89%	B	3 points
70 – 79%	C	2 points
60 – 69%	D	1 point

I = Incomplete
TR = Transfer Credit
P = Pass
W = Withdrawn

Important notes about grades:

- The credits attempted for courses with W grades are used in the calculation for cumulative GPA.
- All courses attempted will appear on the transcript. For courses that are repeated, only the highest grade will be used in the calculation of cumulative GPA.
- Each student has secured access to a personal online portal account where they can access their course progress, which demonstrates their progress through their academic program.
- Students must fulfill all requirements of the Dual credit course with a minimum of 70% for the overall final grade. Students who earn less than 70% will be required to retake the course in the next term.

Incomplete Grade

A student may need an extension of time to complete course requirements due to unanticipated circumstances arising near the end of the term. Incomplete's are issued only in cases of extenuating circumstances, such as severe illness or life impacting events. Incomplete's are not issued in cases in which the student is simply unable to complete his/her work within the specified term. Grades may also be changed from an "I" to an earned grade.

Student Academic Integrity Policy

This policy include plagiarism, cheating on an examination, copying or collaborating on assignments without permission, fabrication or falsification of data or records, and other forms of deceit, dishonesty, or inappropriate conduct.

Diné Philosophy of Education

Diné Philosophy of Education is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: **Nitsáhákees, Nahát'á, Íina, Siihasin** which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

Student print name Student signature Date:

Parent/Guardian print name Parent/Guardian signature Date:

Teacher Signature

Navajo History: The Land and the people

Chapter 1: The Coming of the Americans

Chapter 2: Treaties and Unrest

Chapter 3: Troubled Times

Chapter 4: The Last Navajo War

Chapter 5: The Long Walk

Chapter 6: At the Bosque Redondo

Chapter 7: The Treaty Years: 1868-1878

Chapter 8: The Navajo Agents: 1868 – 1884

Chapter 9: The Navajo Agents: 1884-1900

Chapter 10: A Time of Change

Chapter 11: The Traders

Chapter 12: Navajo Crafts Increase

Chapter 13: New Lands

Chapter 14: Agen, Agency and Legal Changes

Chapter 15: Modern Political Changes and Mineral Rights

Chapter 16: Eduvcation, Health and Citizenship: The 1920's and 1930's

Chapter 17: Navajoland and the New Deal

Chapter 18: Other Challenges of the 1930's

Chapter 19: A New Awakening, The 1940's

Chapter 20: The Post War Years

Chapter 21: The Changing Navajo Scene

APPENDIXES:

Appendix A: Treaty of November 22, 1846

Appendix B: Treaty of May 20, 1848 (Newby Treaty)

Appendix C: Treaty of September 9, 1849 (Washington Treaty)

Appendix D: Articles of Agreement and Convention, July 18, 1855 (Treat of Laguna Negra)

Appendix E: Term of Armistice, November 20, 1858

Appendix F: Treaty of December 25, 1858 (Bonneville Treaty)

Appendix G: Treaty of February 15, 1861 (Canby Treaty)

Appendix H: Treaty of June 1, 1868

Bibliography (pg. 326 – 332)

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Other:

Navajo History 1971, Ethelou Yazzie, Navajo Community College Press

Reclaiming Dine History: The Legacies of Chief Manuelito and Juanita, University of Arizona Press

Dine History

Dine: A History of the Navajo

Semester 1: August to December

Introduction

Ch. 1: "Black Clouds Will Rise": to 1846

Ch. 2: "We Must Never Forget": 1846 to 1868

Ch. 3: "Our Beloved Country": 1868 to 1901

Ch. 4: "A Short Rope": 1901 to 1923

Ch. 5: "Our People Cried": 1923 to 1942

Ch. 6: "We Have An Opportunity": 1941 to 1962

Ch. 7: "We Stand Together": 1962 to 1982

Ch. 8: "We Survive as a People": 1982 to 2002

Conclusion

*****Appendix:** Treaty of 1868

Other: Oral stories (Emergence, Creation, Hero Twins, Coyote stories, etc.)

Dine Government

The Navajo Political Experience

Semester 2: January to May

Introduction

Part I: Foundations of Dine Government and Relations with the United States

Ch. 1: A Nation Within A Nation

Ch. 2: Governmental Structure: Its Form and Functions

Ch. 3: Federal Indian Policy: An Historical Overview

Ch. 4: Navajo National Government: An Historical Overview

Part II: Institutions of Dine Government

Ch. 5: The Framework of Navajo Government Today

Ch. 6: The Navajo Nation Legislation (The Council)

Ch. 7: The Navajo Nation Executive (The President & Vice President)

Ch. 8: The Navajo Nation Judiciary (The Courts)

Ch. 9: Local Governing Jurisdictions

Part III: Political Dynamics of Dine Government

Ch. 10: Interest Groups and Diné Politics: From Without and Within

Ch. 11: The Navajo Nation and The Media

Ch. 12: Diné Voting, Elections, and Campaign Finances

Ch. 13: A Diné Policy Portfolio

*****Appendices:**

Appendix A: Timeline of Dine Political History

Appendix B: Chairmen (Presidents) of the Navajo Nation

Appendix C: 1850 Treaty

Appendix D: 1868 Treaty

Appendix E: 1938 Rules for the Navajo Tribal Council

Appendix F: Navajo Nation Bill of Rights

Appendix G: Title Two Amendments of 1989
Appendix H: Navajo Nation Local Governance Act of 1998

Diné Bahane' The Navajo Creation Story by Paul G. Zolbrod

Part One: The Emergence pg. 33 - 78

Part Two: The Fifth World pg. 81 - 168

Part Three: Slaying the Monsters pg. 171 - 278

Part Four: Gathering of the Clans pg. 281 - 416

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