



KINŁANI BORDERTOWN DORMITORY

NAVAJO LANGUAGE AND CULTURE CURRICULUM MAP

Diné Bizaad dóó Bibee ó'ool'įįł

Bik'eh áhoolyahígíí Bee na'dínóotiil



Fall	Aak'ee	Activities	Materials
K'é	HisC1PO1: Ádóone'é nishlínígíí shíł bééhózin dooleel. I will name my four (4) immediate clans.	Five-finger activity; grouping by clan. Clan game. Identify characteristics of clans.	Origin of clans; five finger charts; clan charts
Hooghandi	CulC1PO 1. Shits'íis baa' áhášhyáago ádił nishlǫ́ dooleel. I will take care of myself.	Students brainstorm how they can take care of themselves and their rooms & personal property; translate into Diné language and students make into posters.	Butcher paper, poster board, color markers, colored pencils
Nída'neest'á / Na'a'ah	GovC2PO3: Nihich'iia' níhits'íis' bá yá'át'ééhígíí baa hashne' dooleel. I will describe and list nutritional traditional foods. OLC3PO3: Ch'iia'áan altaas'éi ła' ádeeshlǫ́ł dóo bee niná'dínéeshtǫ́ł. I will prepare a traditional dish and share the recipe.	Field trip to farms to gather fresh vegetables, melons; Students make kneel down bread, blue corn meal mush/bread; green tamales, tsiika'sit'é, gather other traditional foods such as melons, squash, butcher a sheep; have a traditional feast.	Fresh corn, blue corn meal, corn husks, melons, flour, baking powder, green chili, squash, and two sheep
Government	GovC1PO 1. (Executive) Tségháhoodzanídi Diné binanit'a'í aláaji' dah síkéhígíí baa ákonisin dooleel. I will identify the Navajo Nation President and Vice President. GovC1PO 1. (Legislative) Béesh Baahdahsi'ání baa ákonisin dooleel. I will recognize the local council delegate. GovC1PO 1. (Judicial) Nihwiit'aah bił haz'ánigi binaat'áanii aláaji' dah sídáhígíí baa ákonisin dooleel. I will identify the Navajo Nation Chief Justice. HisC1PO2. Naat'áanii daazlǫ́'ęę dóo díishjǫ́di naat'áanii danilínígíí shíł bééhózin dooleel. I will identify past and present Diné leaders. HisC1PO2. Diné binanit'a'í binahjǫ́ béédaho'doosziidígíí shíł bééhózin dooleel.	Students will name past and present Diné leaders. Power point presentation; time line activity. Famous leaders: Manuelito, Ganado Mucho, Barbóncito, Cayetanito, Mariano, Narbona, Chee Dodge, Annie Wauneka, Peter MacDonald, Peterson Zah, Albert Hale, Raymond Nakai. Introduce the NN president, vice-president, chief justice and council delegates. Assessment: Jeopardy game (clans, where they're from, why their famous, what year's they reigned).	Power point presentation, you tube video of 2013 presidential inauguration http://www.youtube.com/watch?v=emGqJARlk30 ; timelines and names with pictures of leaders.

	I will recognize leaders that have impacted the Diné Nation.	Extended activity: field trip to Navajo Nation Council session.	
Sq' baa hane'	<p>CulC2PO2. Nahasdzaán dóó Yádlíhíł baa áhayąągi baa ákonisin dooleel. I will use my cultural teachings about how to take care of earth and sky.</p> <p>CulC4PO3: Sq'dahnaazhja'a'ígíí shíł bééhózin dooleel. I will identify the constellations.</p>	<p>Identify fall and winter constellations utilizing the Star Lab from Navajo Nation Museum. Make a poster on one fall or winter constellation. Present information on Sq Dine'é and contrast with Greek constellations.</p> <p>Extended activity: Visit Lowell Observatory</p>	Star Lab, Navajo posters, Greek information on constellations; compare/contrast using Venn diagram.
Diné History / Náhidizidí	<p>HisC2PO1. Bitsí' yishtłizhíí shinaagóó kéédahat'ínígíí bíbee ó'oolíł dóó bizaad łá' baa ákonisin dooleel. I will identify some neighboring tribes, point out boundaries, their language and cultural differences.</p> <p>HisC2PO 2. Diné bidahnaat'a'í dóó bíbee í'diidlíid bee éédahózinígíí baa ákonisin dooleel. I will identify symbols of the Navajo Nation.</p> <p>HisC2PO3: Nihidahnaat'a'í dóó nihe'í'diidlíid bik'isinilígíí dóó ááhyimínígíí baa hodeeshnih. I will interpret the symbolic representation of the Navajo Nation flag and seal.</p> <p>HisC2PO3. Diné bidahnaat'a'í dóó bíbee í'diidlíid bee éédahózinígíí baa náhashne' dooleel. I will interpret the purpose and meaning of the Navajo Nation symbols.</p> <p>HisC3PO1: Shinaagóó ádahóót'íidígíí baa dahane' baa ákonisin dooleel. I will identify local historical sites and events.</p>	<p>Get map of Arizona tribes and reservations. Have students identify the tribes and discuss their culture. Provide names in Diné language: Kiisaní, Góóhniinii, Dziłghá'í, Waalibei, etc. Identify students from these tribes and share tribal information and language. Have them share simple terms such as greetings.</p> <p>Present information of Navajo Nation flag and seal by power point. Have student draw the map or seal. Have students complete cross word puzzle for each.</p> <p>Extended activity: Identify flags/seals from other tribes. Have them available for comparison and contrasting using Venn diagram.</p> <p>Visit local historical sites such as Hart Prairie, Mt. Eldon, Meteor Crater, San</p>	<p>Map of Arizona, identify names of tribes of AZ, sentence strips or poster boards.</p> <p>Power point presentation of flag and seal; cross word puzzle for each (seal and flag).</p> <p>Other tribal maps.</p>

	<p>HisC4PO4: Hodeeyáádáá' dóó dííshjįįjį' ádahóót'įídígíí álkéé' honí'ąago baa náháshne' dooleeł. I will retell major Diné historical events.</p> <p>HisC4PO 2. Shicheii dóó shimásání yoolkáál dóó nináháhaah yee bił bééhózinígíí baa ákonisin dooleeł. I will identify how my grandparents kept track of time and seasons.</p> <p>HisC4PO 2. Shicheii dóó shimásání yoolkáál dóó nináháhaah yee bił bééhózinígíí baa ákonisin dooleeł. I will identify how my grandparents kept track of time and seasons.</p> <p>CulC2PO3. Níłch'i al'aan ánáá'níłgíibshíł bééhózin dooleeł. I will identify the various types of weather.</p> <p>HisC4PO2: Shik'éeí dinéji nihe'é'ool'įįł yinida'níłtinígíí shíł bééhózin dooleeł. I will identify the teachings of Diné culture and history.</p>	<p>Francisco Peaks, Bill Williams mountain, and relate back to Diné creation / original four clans. Student will give oral presentation, posters, or written.</p> <p>Navajo names of months and discussion on names (September and October).</p> <p>Count the days of the month beginning with the new moon.</p> <p>Create a "Navajo clock" to tell time of day.</p>	<p>Map of local sites. Stories of the re-creation original four clans, creation story, etc.</p> <p>Navajo names of months and meaning.</p> <p><i>Navajo Year: A Walk Through Many Seasons</i> by Nancy Bo Flood</p> <p>Diagram of the both hand.</p>
Dził/Sis Najini	<p>HisC2PO1. Shikéyah naashkaahgo dahodiyingo nahaz'ąágóó shíł bééhózin dooleeł. I will research the sacred sites within my community.</p> <p>CulC4PO3: Sq'dahnaazhjaa'ígíí shíł bééhózin dooleeł. I will identify the constellations.</p> <p>HisC4PO3: Shik'éeí dinéji nihe'é'ool'įįł yinida'níłtinígíí shíł bééhózin dooleeł. I will identify the teachings of Diné culture and history.</p>	<p>Present information on Sis Najini and what it represents such as dawn, Yolgaii, Nitsáhakees, birth, spring, and white shell. Have students put information on paper mountains to be placed in their rooms. Listen to the song of the Four Sacred Mountain.</p>	<p>Story of the four sacred mountains; Four Sacred Mountain Song https://myspace.com/songsofthedine/music/songs; cut-out of mountain, pens/markers.</p>
Łįį' Baa Hane	<p>CBC2PO4. Shoooh hodindzin baa ákonisingo bee ak'ehonish'įį dooleeł. I will</p>	<p>Students will identify: a) the Diné origin of the horse;</p>	<p>Parts of a Horse poster (from RRCS);</p>

	<p>demonstrate self-discipline by following Diné teachings.</p> <p>HisC4PO2: Shik'éeí dinéji nihe'é'ool'ijł yinida'niłtinígíí shił bééhózin dooleeł. I will identify the teachings of Diné culture and history.</p>	<p>b) anatomy of a horse in Diné; c) Names of tack and equipment in Diné.</p> <p>Extended activity: Horsemanship workshops, visit ranches, etc.</p> <p>Assessment: students will identify Diné terms for parts of a horse and tack equipment.</p>	<p><i>Lij' Baa Hane: The Story of the Horse</i> by Don Mose, Jr. Youtube videos: a) Rodeo Terminology in the Navajo Language: http://www.youtube.com/watch?v=tl4_oYDr6f0 b) Basic Horseback Riding and Tack Equipment http://www.youtube.com/watch?v=9U7VAhfGz6I (Other horsemanship videos at Youtube)</p>
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Winter	Hłai	Activities	Materials
K'é	HisC1PO1: Ádóone'é nishłínígíí shił bééhózin dooleeł. I will name my four (4) immediate clans.	Identify the subgroups of the main clans. Go to www.gomyson.com to find out who is related to them by first and second clan. Do grouping game.	Handout on Clan Relationship Grouping
Sq' baa hane' / Na'atłó'	<p>OLC1PO3: Dinéji shił hane'go bik'i' diishtijih dooleeł. I will demonstrate my understanding of oral narratives.</p> <p>CulC4PO1. Honeeshgish dóó Kq' siláagi na'nitin baa ákonish dooleeł. I will recognize the cultural teachings of fire.</p> <p>CulC4PO3. Sq'Dine'é baa hane'ígíí baa ákonisin dooleeł. I will listen to oral stories about the stars.</p> <p>CulC4PO3. Haigo Sq' binahjí' dahane'ígíí dóó na'atł'ó' bee siih dinisdzin dooleeł. I will explore the constellations and winter-related games.</p> <p>HisC4PO2: Shik'éeí dinéji nihe'é'ool'ijł yinida'niłtinígíí shił bééhózin dooleeł. I will</p>	<p>Demonstrate string game and relate back to stars. Students can demonstrate string figures they already know.</p> <p>Assessment: class competition to determine who has learned the highest number of string figures.</p> <p>Introduce duality in nature utilizing the "Mother Earth / Father Sky" charts. Discuss other dualities in nature such as male/female rain, thunder, air, fire, water, etc.</p>	<p>Cotton string; prizes</p> <p>Mother Earth/Father Sky charts</p> <p>Presenter</p>

	<p>identify the teachings of Diné culture and history.</p> <p>OLC1PO3: Dinéjí shíł hane'go bik'i' diishtiįh dooleeł. I will demonstrate my understanding of oral narratives.</p> <p>CulC4PO4: Biką' dóó bi'áadii shíł bee hózin dooleeł. I will acknowledge the duality of nature.</p>	<p>Make a power point presentation or sound cloud recording to illustrate the duality concept.</p>	
Késhjée'	<p>CulC1PO4. Jóhonaa'éi dóó Tł'éhonaa'éi nídidáhígíí shíł bééhózin dooleeł. I will identify day and night.</p> <p>OLC1PO3: Dinéjí shíł hane'go bik'i' diishtiįh dooleeł. I will demonstrate my understanding of oral narratives.</p> <p>HisC4PO2: Shik'éi dinéji nihe'é'ool'įįł yinida'niłtinígíí shíł bééhózin dooleeł. I will identify the teachings of Diné culture and history.</p>	<p>Introduce the story of the Késhjée'.</p> <p>Invite a knowledgeable person to tell the story and demonstrate the game.</p> <p>Present the information on day and night using sun/moon cycles chart.</p> <p>Assessment: play competition game to determine who has learned the Késhjée' game and their tools.</p>	<p>Késhjée' items (Tólasht'óshí, ké, tsá'ászi' tsóóz, tsihał, yáá'iilt'e'); Phases of moon chart http://www.moonconnection.com/moon_phases.phtml; names of phases in Navajo;</p> <p>Presenter</p>
Ma'iijooldlóshí	<p>OLC1PO3: Dinéjí shíł hane'go bik'i' diishtiįh dooleeł. I will demonstrate my understanding of oral narratives.</p> <p>HisC4PO2: Shik'éi dinéji nihe'é'ool'įįł yinida'niłtinígíí shíł bééhózin dooleeł. I will identify the teachings of Diné culture and history.</p>	<p>Discussion on what are coyote stories and their purpose; have students tell a coyote story if they know one; then show DVDs. After each, have students in pairs decide what the teaching is within the story.</p> <p>Assessment: Student can memorize and retell, or do a skit in pairs, or groups.</p>	<p>Coyote story DVDs from San Juan</p> <p>Presenter</p>
Hajííneí	<p>OLC1PO3: Dinéjí shíł hane'go bik'i' diishtiįh dooleeł. I will demonstrate my understanding of oral narratives.</p> <p>CulC2PO4. Náát'agii dóó Ch'osh Dine'é baa hane' yíisínista'ąą'go baa ákonisin dooleeł. I will listen to cultural stories about the Birds and Insects.</p>	<p>Have a presenter present information on creation story using creation poster, náát'agii, and ch'osh poster.</p> <p>Have students research other tribes' creation stories and compare with Dine creation story.</p>	<p>Four Worlds posters from San Juan (downstairs); Náát'agii and Ch'osh posters from Native Child.</p> <p>Presenter</p>

	<p>CulC2PO4: Naat'agii dóo ch'osh át'éegi bóhool'á'ígíí baa ákonisin dooleel. I will demonstrate a sacred teaching of a Bird or Insect.</p> <p>HisC4PO2: Shik'éei dinéji nihe'é'ool'ííł yinida'niłtinígíí shił bééhózin dooleel. I will identify the teachings of Diné culture and history.</p>	<p>Present information on poster, orally, power point, or written.</p>	
<p>Dził baa hane'/ Dził / Tsoodzil</p>	<p>OLC1PO3: Dinéji shił hane'go bik'i'diishtííh dooleel. I will demonstrate my understanding of oral narratives.</p> <p>HisC2PO1. Shikéyah naashkaahgo dahodiyingo nahaz'áagóo shił bééhózin dooleel. I will research the sacred sites within my community.</p> <p>HisC4PO2: Shik'éei dinéji nihe'é'ool'ííł yinida'niłtinígíí shił bééhózin dooleel. I will identify the teachings of Diné culture and history.</p>	<p>Present information on TsodDzil and what it represents such as midday, dootł'izhii, nahata, and summer. Have students put information on paper mountains to be placed in their rooms. Listen to the song of the Four Sacred Mountain.</p> <p>Jeopardy game.</p> <p>Assessment at end of all sacred mountain presentation (see Dibé Nitsaa)</p>	<p>Story of the four sacred mountains; Four Sacred Mountain Song https://myspace.com/songsofthedine/music/songs; cut-out of mountain, pens/markers.</p>
<p>Náhidizidí</p>	<p>HisC4PO 2. Shicheii dóo shimásání yoolkáál dóo nináháhaah yee bił bééhózinígíí baa ákonisin dooleel. I will identify how my grandparents kept track of time and seasons.</p> <p>CulC2PO3. Níłch'i al'aan ánáá'níłgííbsił bééhózin dooleel. I will identify the various types of weather.</p>	<p>Navajo names of months and discussion on names (November, December, and January).</p> <p>Identify various types of weather including snow, wind, rain, foggy, cloudy, hail, etc. Give types of weather cards to students; have them write weather type on cards; write sentence strips with the following:</p> <p>Tomorrow the weather will be _____. Yiskaago éi _____dooleel. Today the weather is _____. Diiji' éi _____. Yesterday the weather was _____. Ádádáá' éi _____ ní't'éé'.</p>	<p>Navajo names of months and meaning.</p> <p>Weather flash cards; sentence strips; markers.</p>

		<p>Next week, the weather will be _____. Náá dimóogo éí _____ dooleel.</p> <p>Create an interactive weather bulletin board with this information.</p> <p>Assessment: Fill in the blank weather chart.</p>	
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Spring	Daan	Activities	Materials
Nihxee'ó'ool'ííł	<p>HisC4PO1: She'é'ool'ííł dóó she'iina' ádeeshlígíí bóhoosh'aah dooleel. I will apply my customary teachings to my livelihood. (diyógi, ts'aa', sis yit'óh, yoo yit'eesh (beadwork), hash t'ish leets'aa', etc.) HisC4PO2: Shik'éei dinéji nihe'é'ool'ííł yinida'niltinígíí shil bééhózin dooleel. I will identify the teachings of Diné culture and history.</p> <p>ODC1PO4: Al'aa ádahoot'ééji' saad chodao'inígíí yísist'aa'go bééhasin dooleel. I will identify the vocabulary used in different contexts.</p>	<p>Presentation on how card, spin, and set up loom and warp. Have students draw and label the weaving tools and parts of the loom. Students will make small rug using premade loom.</p> <p>Make ts'aa' using cording/rope and colored yard.</p> <p>Beadwork and/or necklaces, bracelets using beads.</p> <p>Navajo pottery demonstration by presenter. Students can make Navajo pottery, if materials can be easily located.</p>	<p>Youtube video on carding and spinning (Navajo Weaver Clara Sherman) http://www.youtube.com/watch?v=D_p7OlghMVw; weaving and loom materials</p> <p>Cording, rope, yarn,</p> <p>Beads, bead loom, needles, thread, wax.</p> <p><i>Mud: The Creation of Navajo Pottery</i> (DVD); Mud, tools, cow patties, etc?</p>
Na'hidizíidígíí	HisC4PO 2. Shicheii dóó shimásání yoolkáál dóó nináháhaah yee bit bééhózinígíí baa ákonisin dooleel. I will identify how my grandparents kept track of time and seasons.	<p>Navajo names of months and discussion on names (February, March, and April).</p> <p>Names four seasons and what happens during this time according to Navajo</p>	<p>Navajo names of months and meaning.</p> <p>Rough Rock calendar</p>

		<p>traditions. Use Rough Rock calendar to show seasons.</p> <p>Investigate and describe the physical system changes in season, climate, weather, water cycle, and the aging process using the using the number four and cycles.</p> <p>Assessment: Create a visual display of one of the above cycles (diorama, collage, poster, digital print, short film, etc.)</p>	Water cycle chart (google image if needed);
Tacheeh	<p>OLC1PO3: Dinéji shił hane'go bik'I'diishtį́įh dooleeł. I will demonstrate my understanding of oral narratives.</p> <p>HisC4PO3: Shik'éei dinéji nihe'ée'ool'įįł yinida'niltinígíí shił bééhózin dooleeł. I will identify the teachings of Diné culture and history.</p>	Have a presenter present on the story of the tacheeh. Discuss the preparation and going into the sweat. If possible, have students participate in sweat bath.	Presenter / tacheeh
K'é	<p>HisC2PO 4: Ádóone'é nishlínígíí bee k'é dishniigo shik'éei yee shéedahósin dooleeł. I will name my maternal clan so I will be recognized appropriately by people related to me.</p> <p>CulC2PO2: K'é nisdzingo naasháa dooleeł. I will use appropriate kinship terms.</p> <p>HisC2PO4: Ádóone'é nishlínígíí binahjį' k'é shi'dó'níi dooleeł. I will establish kinship with my peers.</p> <p>HisC4PO3: Shik'éei dinéji nihe'ée'ool'įįł yinida'niltinígíí shił bééhózin dooleeł. I will identify the teachings of Diné culture and history.</p>	<p>Students will learn kinship terms by completing kinship charts; learn the proper introduction. Discussion of who you can marry. Play “find your cheii” game where students locate someone who is their maternal grandfathers; name other kinship terms.</p> <p>Play “wheel of clan” games where one student stands in the middle and other students make a circle around the one student. Students walk around until told to stop. Whoever the person in the middle if facing, students try to determine how they are related.</p>	Kinship charts, kinship terms, clan sheets

		Variation: inner and outer circle of students. Assessment: Matching terminology in Diné and English.	
Sq' baa hane'	OLC1PO3: Dinéji shił hane' go bik'I' diishtiįh dooleel. I will demonstrate my understanding of oral narratives. HisC4PO3: Shik'éei dinéji nihe'é'ool'įįł yinida'niltinígíí shił bééhózin dooleel. I will identify the teachings of Diné culture and history. CulC4PO3: Sq' dahnaazhjaa'ígíí shił bééhózin dooleel. I will identify the constellations.	Identify spring and summer constellations utilizing the Star Lab from Navajo Nation Museum. Identify the North Star as náhookos bikq' and how it relates to all other stars. Discuss the importance of fire. Make a poster of one spring and summer constellations. Extended activity: Visit Lowell Observatory	Star Lab, Navajo posters, glow-in-the-dark stars, black construction paper, and white paper.
Dzil/Dook'o'oosliid	HisC2PO1. Shikéyah naashkaahgo dahodiyingo nahaz'áágóó shił bééhózin dooleel. I will research the sacred sites within my community. HisC4PO3: Shik'éei dinéji nihe'é'ool'įįł yinida'niltinígíí shił bééhózin dooleel. I will identify the teachings of Diné culture and history.	Present information on Dook'o'oosliid and what it represents such as evening, abalone, iina, adult/midlife, and aak'ee. Have students put information on paper mountains to be placed in their rooms. Listen to the song of the Four Sacred Mountain. Assessment at end of all sacred mountain presentation (see Dibé Nitsaa)	Story of the four sacred mountains; Four Sacred Mountain Song https://myspace.com/songsofthedine/music/songs ; cut-out of mountain, pens/markers.

Summer	Shį	Activity	Materials
Ké	CBC1PO1, PO2. K'é shintsékees át'ée dooleel. I will recognize ways to express relationship. Shizhé'é dóó shimá dóó bil háíjée' baa ahxééh nisin dooleel. I will respect my immediate family. HisC4PO3: Shik'éei dinéji nihe'é'ool'įįł yinida'niltinígíí shił bééhózin dooleel. I	Students will identify Dóone'é Baa Hane' (Diné Clan Story). Create a scavenger hunt to recreate the path of the return from the west after clans were recreated.	Diné Clan Story; Scavenger hunt 1 and Scavenger hunt 2.

	<p>will identify the teachings of Diné culture and history.</p> <p>CulC2PO2: Shíł'ííłigo K'í nishdzin dooleel. I will express appropriate kinship terms.</p> <p>OLC4PO4: Adééhodeesził dóó shik'éei baa hashne' dooleel. I will introduce myself and my extended family.</p> <p>CBC3PO1: K'é saad choosh'íi dooleel. I will address others using appropriate kinship terms.</p>	<p>Variation: Scavenger hunt of clans.</p> <p>Assessment: Identify the four original clans, their protectors, their gish, and their characteristics.</p>	
Dá'ák'eh	<p>HisC4PO3: Shik'éei dinéji nihe'é'ool'íił yinida'niltinígíi shíł bééhózin dooleel. I will identify the teachings of Diné culture and history.</p>	<p>Weekend field trip to farm to help prepare fields and/or plant.</p>	<p>Identify field either at Mary Sandoval's farm, Leupp North Farm</p>
Náhidizí dígíi	<p>HisC4PO 2. Shicheii dóó shimásání yoolkáál dóó nináháhaah yee bił bééhózinígíi baa ákonisin dooleel. I will identify how my grandparents kept track of time and seasons.</p> <p>CulC2PO3. Níłch'i ał'aan ánaá'níłgííłshíł bééhózin dooleel. I will identify the various types of weather.</p> <p>HisC4PO3: Shik'éei dinéji nihe'é'ool'íił yinida'niltinígíi shíł bééhózin dooleel. I will identify the teachings of Diné culture and history.</p> <p>CulC1PO4: Jí dóó t'ée bil hoolzishígíi bitaa íinishíi dooleel. I will identify the specific phases of the day/night.</p>	<p>Navajo names of months and discussion on names (May, June, July, and August).</p>	<p>Navajo names of months and meaning.</p> <p><i>Navajo Year: A Walk Through Many Seasons</i> by Nancy Bo Flood</p>
Nanise'	<p>CulC3PO3; PO4. Shinaagóó nanise' dahólólónígíi dabizhi' shíł bééhózin dooleel. I will name the various plants within my surroundings. . Shinaagóó azeé' dahólólónígíi dabizhi' shíł bééhózin dooleel. I will name the herbs within my surroundings</p>	<p>Field outing to identify plants by common English and Navajo names, and uses. Also, use the <i>60 Plants of Navajoland</i>.</p> <p>Gather edible plants such as t'ohchin/altinii, chassht'ezii, aza'aleeh,</p>	<p>Composition books, pencils, disposable cameras,</p>

	<p>HisC4PO3: Shik'éei dinéji nihe'é'ool'jįł yinida'niltinígíí shį́ł bée'hózin dooleeł. I will identify the teachings of Diné culture and history.</p> <p>CulC3PO3: Nihinaagóó nanise' daadánígíí shį́ł bée'hózin dooleeł. I will recognize the edible plants in my environment.</p> <p>CulC3PO4: Azee' chodao'ínígíí shį́ł bée'hózin dooleeł. I will identify the usage of herbs.</p>	<p>ch'ilahwéhé, chiilchin, nessch'íí', waa', jį́ł'ahí, gad, hashk'aan</p> <p>Gather common Diné herbs such as Nát'óh báhi, dzıl nát'óh, nát'óh waa'í, nábiįh, ch'iláwhéhé, ts'ah, tsin bijeeh, gah, táláwosh</p> <p>Assessment: Keep a field notebook, student will make their own plant books by taking pictures, or drawing plants and writing their uses.</p>	
Hwéeldi	<p>OLC1PO3: Dinéji shį́ł hane'go bik'i'diishtį́h dooleeł. I will demonstrate my understanding of oral narratives.</p> <p>HisC3PO3: Diné daasnáá dóó ch'éeená yii' tádookaiyígíí shį́ł bée'hózin dooleeł. I will identify the captivity and the hardship that affected Diné people.</p> <p>HisC4PO3: Shik'éei dinéji nihe'é'ool'jįł yinida'niltinígíí shį́ł bée'hózin dooleeł. I will identify the teachings of Diné culture and history.</p> <p>HisC3PO1: Shinaagóó ádahóót'į́dígíí baa dahane' baa ákonisin dooleeł. I will identify local historical sites and events.</p>	<p>Presenter to present the story of The Long Walk. Use the map of route of the Long Walk.</p> <p>Field trip to Navajo Nation Museum to observe pictures of Diné at Ft. Sumner.</p> <p>Analyze the Treaty of 1868; What were the provisions of the treaty that are still viable today?</p> <p>DVD of Return to Hweeldi - UNC</p> <p>Assessment: Visual display such as a diorama, poster, power point, short film, etc., of The Long Walk and/or The Treaty of 1868.</p>	<p>Map of Route of the Long Walk Navajo Treaty of 1868</p> <p>DVD of Return to Hweeldi</p> <p>Poster board, markers, etc.</p>

Nihi siláol tsoo'í / Code Talkers	<p>OLC1PO3: Dinéji shíł hane'go bik'i'diishtíh dooleel. I will demonstrate my understanding of oral narratives.</p> <p>HisC3PO4: Diné bizaad chooz'iidgo bee yisdá' ooldee'ígii naashkaahgo baa ákonisin dooleel.</p> <p>HisC4PO3: Shik'éei dinéji nihe'é'ool'íł yinida'niltinígíi shíł bééhózin dooleel. I will identify the teachings of Diné culture and history.</p> <p>HisC4POé: Naaki góne da'ahijoogáá' yéedáá' Diné bizaad bee ak'eh hodeesdlí'ígíi shíł bééhózin dooleel.</p>	<p>KWL chart of Navajo Code Talkers; watch the DVD <i>Navajo Code Talkers</i>. Discussion regarding why Code Talkers are heroes.</p> <p>Study the vocabulary of “the code.” In pairs, students will write a secret code to one another using “the code.”</p> <p>Extended activity: Code Talker guest speaker to talk with students</p>	<p>http://www.history.navy.mil/faqs/faq61-4.htm (The official code)</p>
Dził/Dibé Nitsaa	<p>HisC2PO1. Shikéyah naashkaahgo dahodiyingo nahaz'áágóó shíł bééhózin dooleel. I will research the sacred sites within my community.</p> <p>HisC4PO3: Shik'éei dinéji nihe'é'ool'íł yinida'niltinígíi shíł bééhózin dooleel. I will identify the teachings of Diné culture and history.</p>	<p>Present information on Dibé Nitsaa and what it represents such as night, old age shihasin, bashzhiníi. Have students put information on paper mountains to be placed in their rooms. Listen to the song of the Four Sacred Mountain.</p> <p>Field trip to sacred mountains.</p> <p>Assessment: Students will be given a blank table with only categories labeled; student will fill in specific information on table.</p>	<p>Story of the four sacred mountains; Four Sacred Mountain Song https://myspace.com/songsofthedine/music/songs; cut-out of mountain, pens/markers.</p>
Łįį' Bahane	<p>CBC2PO4. Shoooh hodindzin baa ákonisingo bee ak'ehonish'íł dooleel. I will demonstrate self-discipline by following Diné teachings.</p> <p>HisC4PO2: Shik'éei dinéji nihe'é'ool'íł yinida'niltinígíi shíł bééhózin dooleel. I will identify the teachings of Diné culture and history.</p>	<p>Field trip and/or trail rides.</p>	<p>Identify locations / horses / trails</p>

Daily	T'áá ákwííí	Activities	Materials
Character Building (Hooghandi)	<p>CBC1PO3. Shá'áhwiinít'íigo baa ákodíneesííł. I will recognize self-respect.</p> <p>CBC2PO1: Íinists'áá'go na'nitin baa ákonisin dooleel. I will listen and observe cultural teachings.</p> <p>CBC2PO2. Nihina'nitin baa ákonisin dooleel. I will recognize Diné teachings of self-identity.</p> <p>CBC2PO3. Hooghan haz'áagi na'nitin baa ákonisin dooleel. I will identify the teaching of home life.</p> <p>CBC2PO4. Shoooh hodindzin baa ákonisingo bee ak'ehonish'íi dooleel. I will demonstrate self-discipline by following Diné teachings.</p> <p>CBC3PO 1. Saad yá'adaat'éhígíí shi' bééhózin dooleel. I will demonstrate ways to be thankful for my home and immediate family.</p> <p>CBC4PO 2. Shizhé'é dóó Shimá binahat'a' yísints'áa'go baa ahééh nisin dooleel. I will express and value my parent's Diné way of life teaching.</p> <p>CBC3PO 3. Shá'áhwiinít'íi dooleel. I will demonstrate and express kindness.</p> <p>CBC3PO4: Saad bee ajooba'ígíí bee yáshti' dooleel. I will speak kindly to others.</p> <p>CBC4PO1: Shighan dóó bił hájjeé' baa ahééh nisin dooleel. I will demonstrate ways to be thankful for my home and immediate family.</p> <p>CBC4PO3. Shighan haz'áádóó iiná bee nashidi'nitinígíi yísínists'áa dooleel. I will</p>	<p>Daily routines will be posted in English and Diné.</p> <p>Rules will be posted in English and Diné including study hall, cafeteria, etc.</p> <p>Situational Navajo phrases provided to each staff</p> <p>Use Hózhóójíke'hgo nanitin dóó Naayée'ee k'ehgo nanitin posters to teach self-respect, self-discipline, teachings of home, etc.</p>	<p>Flagstaff Bordertown Dormitory Student Schedule.htm</p> <p>Evening Study Hall Rules.htm</p> <p>(Situational Navajo.htm)</p> <p>Hózhóójíke'hgo nanitin poster, Naayée'ee k'ehgo nanitin poster</p>

	<p>identify and appreciate the teachings of life surrounding the home.</p> <p>CBC1PO3: Á'áhwiinít'í saad bee yáshtí' dooleel. I will demonstrate appropriate generosity.</p> <p>CBC3PO1: Saad bee ádaa'áhóhwiinidzinígíí bee yáshtí' dooleel. I will speak words that reflect my good character.</p> <p>CBC3PO2: Bił da'íinishta'ígíí baa jiinishba' dooleel. I will show respect to my peers.</p> <p>CBC3PO3: Bił da'íinishta'ígíí bich'í shá áhwiinít'í dooleel. I will cooperate with my peers.</p> <p>CBC3PO4: Ádilááh dóó é'ets'í bits'aa ánisht'ée dooleel. I will reframe from bullying.</p> <p>OLC1PO4: Shighaandi táadoo le'é dahólónígíí dabizhi' shíł bee hózin dooleel. I will identify and name various objects in and around the home.</p> <p>CBC1PO2: Shik'éi shíł niljigo baa ahééh nisin dooleel. I will respect my extended relatives.</p> <p>CBC1PO3: Shá'áhwiinít'í dóó k'edinishdzingo bee ánisht'ée dooleel. I will model kindness and patience.</p> <p>CBC2PO1: Na'nitin be'esh' íí dóó bee hinishnáa dooleel. I will practice cultural teachings. I will show and respect my mind and body.</p> <p>CBC2PO2: Yisháálgóó shíni' dóó shits'íís dínisingo bee áadaahááh nisdzin dooleel.</p> <p>CBC2PO3: Iiná Siléii choosh' íí dóó bee hinishnáa dooleel. I will practice Diné Way of Life. I will show compassion.</p>	<p>Label items around the dorm.</p> <p>Use Hózhóǫ́jike'hgo nanitin dóó Naayée'ee k'ehgo nanitin posters to teach self-respect, self-discipline, teachings of home, etc.</p>	<p>Use "Items Labeled" Word Document</p> <p>Hózhóǫ́jike'hgo nanitin poster, Naayée'ee k'ehgo nanitin poster</p>
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	<p>CBC3PO3: T'áá altsojì' shá áhwiint'íi dooleel. I will practice courtesy to others.</p> <p>CBC3PO4: Doo shizhá' ílìi da dooleel. I will demonstrate ways not be temperamental.</p> <p>CBC4PO1: Shikéyah biyi' dóo bikáá'góo dahólóonii baa ahééh nisin dooleel. I will explain ways to be thankful for land and its resources.</p> <p>CBC4PO2: Shikéyah bits'áádóo dahólóonii baah hááh nisin dóo baa áhashyáa dooleel. I will show respect and take care of the natural resources.</p> <p>CBC4PO3: Nahasdzaán dóo Yádiłhił bits'áádóo iiná hólónígíi baa ahééh nisin dooleel. I will describe ways to appreciate the natural elements of earth and sky.</p> <p>CBC4PO4: Nahasdzaán dóo Yádiłhił binahji' na'nitinígíi baa ahééh nisin dooleel. I will present the teachings that I have learned to appreciate from earth and sky.</p>		
Government	<p>GovC1PO2 (Judicial): Beehaz'áanii baa ákonisin dooleel. I will recognize rules.</p> <p>GovC2PO1: Na'nitin yá'át'éhígíi nabínishtaah dooleel. I will practice and follow the cultural teachings.</p> <p>GovC3PO2: Hoolzhish bił hahodit'ehígíi baa náhashne' dooleel. I will retell the responsibility and duties of time in a day.</p> <p>GovC3PO4: Hoolzhish bił hahodit'ehígíi ahiłna'anish éi shił niljigo ááshłiil dooleel.</p> <p>GovC3PO2: Hoolzhish la' bił hahodit'ehígíi bináhasháa dooleel. I will plan and prepare for daily activities.</p>	Rules will be posted in English and Diné including study hall, cafeteria, etc.	Evening Study Hall Rules.htm

<p>Oral Language</p>	<p>OLC1PO4: Shighaandi táadoo le'é dahólónígíí dabizhi' shił bee hózin dooleel. I will identify and name various objects in and around the home.</p> <p>OLC1PO1: Shidine'é ahił dahalne'go bik'i'diishtį́h dooleel. I will understand conversations among my people.</p> <p>OLC1PO3: Hane'sání yísínísts'ąą' go bik'i'diishtį́h dooleel. I will understand oral stories in the Diné language.</p>	<p>Rules will be posted in English and Diné including study hall, cafeteria, etc.</p> <p>Situational Navajo phrases posted on RA clip boards and available to all staff</p>	<p>Flagstaff Bordertown Dormitory Student Schedule.htm</p> <p>(Situational Navajo.htm)</p>
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Red – grades 4/6

Blue – grades 7/8

Green – grades 9-12



The Weather



sun - sunny



cloud - cloudy



partly cloudy



rain - rainy



snow - snowy



sleet - sleeting



storm - stormy



lightning



thunder



hail - hailing



wind - windy



fog - foggy



ice - icy



tornado



rainbow



clear sky



hot



warm



cold



freezing



To do list:

1. Finish Power Point Presentation on Navajo Leaders of Past and Present
2. Display of weaving tools and loom labeled Diné
3. Jeopardy game on four sacred mountains
4. Scavenger Hunt
 - a. Clans
 - b. Return from West After Recreation of Clans