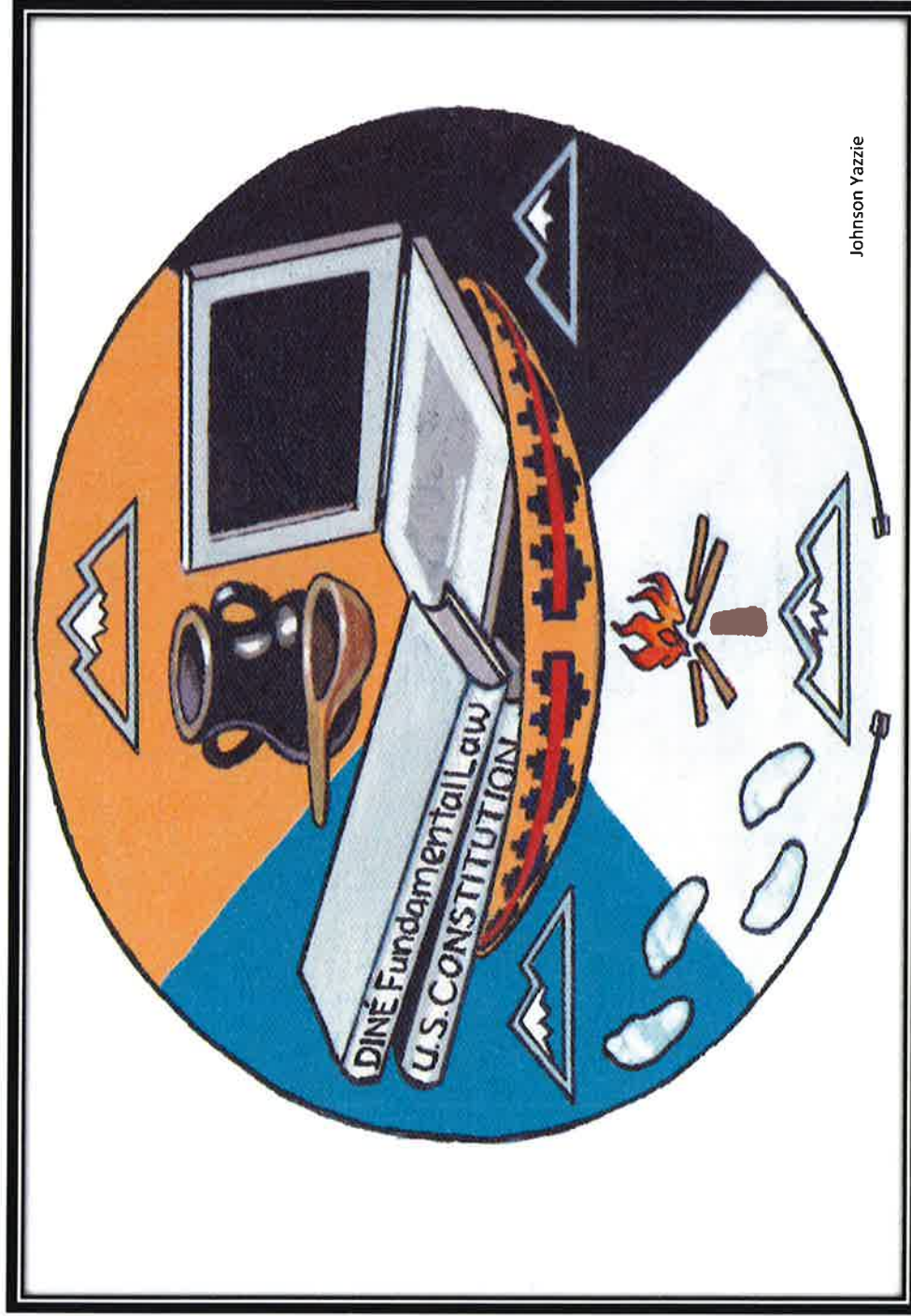


# Diné Government and History Curriculum Grades 4<sup>th</sup>-6<sup>th</sup>



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# Table of Contents

Introduction.....	ii
Acknowledgement.....	iv
Diné Government and History Blueprint.....	v
Deconstruction of Diné Government Standards.....	1
• 4 <sup>th</sup> Diné Government Unwrapped Standards.....	2
• 5 <sup>th</sup> Diné Government Unwrapped Standards.....	10
• 6 <sup>th</sup> Diné Government Unwrapped Standards.....	13
Diné Government Content Maps.....	20
• Pacing Calendar.....	21
• 4 <sup>th</sup> Grade Diné Government Content Map.....	22
• 5 <sup>th</sup> Grade Diné Government Content Map.....	25
• 6 <sup>th</sup> Grade Diné Government Content Map.....	28
Deconstruction of Diné History Standards.....	32
• 4 <sup>th</sup> Diné History Unwrapped Standards.....	33
• 5 <sup>th</sup> Diné History Unwrapped Standards.....	38
• 6 <sup>th</sup> Diné History Unwrapped Standards.....	42
Diné History Content Maps.....	46
• Pacing Calendar.....	47
• 4 <sup>th</sup> Grade Diné History Content Map.....	48
• 5 <sup>th</sup> Grade Diné History Content Map.....	50
• 6 <sup>th</sup> Grade Diné History Content Map.....	53
References.....	59
Resources.....	60

## Introduction

The Fourth-Sixth Grade Diné Government and History Curriculum Guide was developed to provide direction and to identify how the social studies and government standards would be addressed as schools develop their own curriculum. This document is also intended to be a resource for 4<sup>th</sup>-6<sup>th</sup> grade teachers, providing practical guidance in implementing the Diné Content Standards and the Common Core Standards.

The guide includes what is taught, why, instructional practices, valid activities, suggested materials and pacing to be used. The guide consistently reference Diné Content Standards and the Common Core Standards.

The Diné Curriculum Guide is based upon the Diné Content Standards for Social Studies and Government. Instruction at each grade level, grades 4<sup>th</sup>-6<sup>th</sup> includes Diné history, Dine government, United States/ New Mexico, Arizona, Utah history, economics and geography. This curriculum allows for cross content integration.

The guide is flexible enough to encompass individual differences and individual goals. All students should be challenged to reach their maximum potential. For many students, the Curriculum described here will be a challenge, but for some it will not. We need to make sure that a program is provided that challenges our high achieving students beyond the expectation we have established.

### ***Why is Government Important... why students need to know about Government:***

- Every society has order.
- The government provides rules & guidelines for how people can live together peacefully.
- With the help of the government, rights can be implemented properly and equally with the support coming from the governing body.
- The government exists because of the people, to protect them and to give them a place in their community.
- The government is the representation of the people living in that country or community.
- Government is necessary to man because it protects us from injustice and oppression.

### ***History is important because...***

- History is all around us.
- History gives students an opportunity to develop basic skills: reading, writing, and analytical thinking.
- History helps students better understand the society in which they live.

- History helps students better understand human beings, and in the process of understanding others, students can better understand themselves as individuals.
- History helps students understand people who are different.
- History allows students to gain perspective and learn to see a bigger picture.
- History can inspire students.
- History can give students insight into the past that will help them understand the present and prepare them for the future as well.
- History can provide students with a reason for being; it can give meaning to their lives.
- History can help students feel a sense of connection.
- History is entertaining and fun; everything has a history including, sports, dolls, music, clothes, etc.
- History allows students to dream and wonder; it gives them the opportunity to imagine a better future.

History and Government are integral parts of Navajo life. Government and leadership began with the appointment of First Man and First Woman as the principle leaders for Navajo society. The stories or histories that are retold give us the basis of how we live today. They give us insight into how and why we have the rules of government that we exercise every day.

K' é is the central idea that holds Navajo society together and maintains it as a unified society striving for the same values, concepts and behavior. This curriculum places a strong emphasis on that concept. Students and teachers are encouraged to learn of it and practice it in their interactions.

Navajo students must learn how to live on the Navajo Nation as well as outside. This curriculum includes American history as well as Navajo history. It is vital that students learn about their past and their present so they can help address solutions and remedies of current issues. At the same time as they learn about American and world history they can learn to adapt to the societies off the reservation. Navajos are, after all, American citizens as well as world citizens. This curriculum aims to clarify students' place in all societies they may choose to live in.

This is an exciting curriculum that addresses the past and present of students' lives and explains social order, governance and leadership in Navajo life.

Acknowledgement

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## Diné Government Standards Blueprint

Fourth Grade	Fifth Grade	Six Grade
<p><b>Standard: I will understand and apply the Navajo Nation Laws (Traditional Law, Customary Law, Natural Law and Common Law). Diné Bi Beenahaz'áanii Atsé Siléé baa ákonisin dooleet.</b></p>		
<p><b>Concept 1: I will apply the Diné traditional law by formulating ideas. Diyin Bits'áádéé' Beehaz'áanii - Diné Traditional Law: Diyin bits'áádéé' bibeelaz'áanii choosh'ijí dooleet.</b></p>		
<p>EBPO1. I will identify the Navajo Nation President and Vice President.</p> <p>Tségháhoodzanídi Diné binanit'a'í aláajj' dah síkéhígíí baa ákonisin dooleet.</p>	<p>EBPO2. I will explain the difference between the state governor and Navajo Nation president's policies.</p> <p>Bee haz'áanii bee da'ínishígíí al'aan at'éhígíí shít bééhózin dooleet.</p>	<p>EBPO3. I will identify the attributes of a good Navajo leader.</p> <p>Naat'áanii yá ééhóziníi shít bééhózin dooleet.</p> <p>EBPO4. I will name the duties of the State Governor and Navajo Nation President.</p> <p>Naat'áanii binaanish íí'ínígíí bitaa' íinishíi dooleet.</p>
<p>LBPO1. I will recognize the Council Delegates and the Speaker.</p> <p>Béesh baqadahsi'áni danilínígíí dóó Bá yáfti'ígíí shít bééhózin dooleet.</p>	<p>LBPO2. I will identify the process of rule-making of Council Delegates.</p> <p>Bee haz'áanii bik'ehgo hadadilne'ígíí baa ákonisin dooleet.</p>	<p>LBPO3. I will describe the qualifications of a council delegate.</p> <p>Béesh baqadahsi'áni adoodleefígíí shít bééhózin dooleet.</p> <p>LBPO4. I will distinguish the duties of the Council Delegates and Speaker.</p>
<p>JBPO1. I will recognize the court system. (i.e. Family and District)</p> <p>Nihwiit'aah bit haz'ánígi shít bééhózin dooleet.</p>	<p>JBPO2. I will name the local judicial courts.</p> <p>Nihwiit'aah bit nahaz'ánigóó bitaa' íinishíi dooleet.</p>	<p>JBPO3. I will describe the qualifications of Chief Justice.</p> <p>Béesh baqadahsi'áni dóó Bá yáfti'ígíí binaanish al'aan at'éhígíí shít bééhózin dooleet.</p> <p>Nihwiit'aah bit haz'ániji binaat'áanii aláa'jji' dah sídáh adoodleefígíí shít bééhózin dooleet.</p> <p>JBPO4. I will define the court procedures.</p> <p>Aadahwiinit'í alkée' honi'áago al'ínígíí shít bééhózin dooleet.</p>

<p>SBPO1. I will identify the appropriate person(s) to contact in case of an emergency.</p> <p>Ádinnaa ha' alziid bidahóinihiigíi béédahonisin dooleet.</p>	<p>SBPO2. I will apply appropriate rules of behavior in an emergency situation.</p> <p>Lahgo anáhoot'i' hazli'i' go adeeshniifigíi shít bééhózin dooleet.</p>	<p>SBPO3. I will distinguish among different types of emergency situations.</p> <p>Anáhoot'i' at'aan ádaat' ehigíi shít bééhózin dooleet.</p> <p>SBPO4. I will recognize the duties of emergency personnel.</p> <p>Ha'idéest'íi' jí nidaalnishigíi binaanish shít bééhózin dooleet.</p>
<b>Fourth Grade</b>		
<p><b>Concept 2:</b> I will sustain myself through Diné teachings.</p> <p>Diyin Dine' é bits' áádéé' beehaz' áanii náásgóó iiná bee ániisht'ée dooleetjígíi bóhoosh'aah.</p>		
<p>PO1. I will practice and follow the cultural teachings.</p> <p>Na'nitin yá'át' ehigíi nabinishtaah dooleet.</p>	<p>PO2. I will show ways to sustain my mental health through Diné teachings.</p> <p>Diné bina'nitin bee shaa áni' dóó shintsékees bidziil dooleet.</p>	<p>PO3. I will describe ways to maintain a healthy lifestyle.</p> <p>Shitah hwiineigo ádíimíszimígíi baa hashne' dooleet.</p> <p>PO4. I will recognize social relationships.</p> <p>K'énisdzingo bee ádaa' ákonisdzin dooleet.</p>
<b>Fourth Grade</b>		
<p><b>Concept 3:</b> I will identify the process and importance of time.</p> <p>Hoolzhish baa hane'igíi shít bééhózin dóó baa náháshne' dooleet.</p>		
<p>PO1. I will describe the value of time in a day.</p> <p>Ti'ée go dóó jigo hoolzhishigíi shít bééhózingo baa hashne' dooleet.</p>	<p>PO2. I will retell the responsibility and duties of time in a day.</p> <p>Hoolzhish bit' hahodit' ehigíi baa náháshne' dooleet.</p>	<p>PO3. I will describe the time of day and night stories.</p> <p>Hoolzhish hahodit' ehigíi baa hane' shít bééhózin dooleet.</p> <p>PO 4. I will value the purpose of time by participating in daily activities.</p> <p>Hoolzhish bit' hahodit' ehigíi ahitna' anish éi shít miiligo ááshfiit dooleet.</p>
<b>Fourth Grade</b>		
<p><b>Concept 4:</b> I will honor the principles of Diné Common Laws.</p> <p>Diyin Dine' é bits' áádéé' beehaz' áanii binahij' she'ina' dóó shintsékees k'ihineezláa dooleet.</p>		
<p>PO1. I will explain my family principles.</p> <p>Shimá dóó shizhé' é yínashineezta' igíi baa náháshne' dooleet.</p>	<p>PO2. I will identify and respect various family values.</p> <p>Diné kéedahat' íigóó bíbee' ó'ool' íit baa ákonisin dooleet.</p>	<p>PO3. I will identify the positive attributes of a trustworthy person.</p> <p>Diné t'áa animii ba' ahódlimii baa náháshne' go ádeeshfiit.</p> <p>PO4. I will describe a person who is self-sufficient.</p> <p>Diné ta' t'áa bit' áak'inaaldzilígíi baa háshne' dooleet.</p>
<b>Fourth Grade</b>		

**Diné History Standards Blueprint**

<b>Fourth Grade</b>	<b>Fifth Grade</b>	<b>Six Grade</b>
<p><b>Standard:</b> I will understand historical/factual events, people and symbols that influence my family. Diné bibe'e' é'ool'í'it dóó ádahóót'í'ígíí shít ní'íigo ádííniisht'í' dooleet.</p> <p><b>Concept 1:</b> I will explore and explain how Diné people and historical events have influenced the development of my community. Nahdée' nihidíne' é' be 'iina' ádayiilaa yéé baa ákonisingo baa náháshne' dooleet.</p>		
<p>PO1. I will explain my maternal clan family and its historical origin.</p> <p>Ádóone' é' nishłnígíí dóó hane' bídadéét'í'ígíí shít béé'hózin dooleet.</p>	<p>PO2. I will recognize leaders that have impacted the Diné Nation.</p> <p>Diné binanit' a'í binahjí' béédaho' dooszi'ígíí shít béé'hózin dooleet.</p>	<p>PO3. I will explain the Diné historical timeline.</p> <p>Nahdée' ádahóót'í'ígíí atkéé' honi' áago baa náháshne' dooleet.</p> <p>PO4. I will retell Diné oral narratives.</p> <p>She' é'ool'í'it bina' nılın ádaat' éhígíí baa náháshne' dooleet.</p>
<p align="center"><b>Fourth Grade</b></p>		
<p><b>Concept 2:</b> I will understand connections between my culture, sacred sites and historical events. Nihe' é'ool'í'it, dahodiyingo nahaz' ággóó dóó nihikéyah bikáá' góó ádahóót'í'ígíí baa ákonisin dooleet.</p>		
<p>PO1. I will research the sacred sites within my community.</p> <p>Shikéyah naashkaahgo dahodiyingo nahaz' ággóó shít béé'hózin dooleet.</p>	<p>PO2. I will demonstrate my cultural knowledge gained from my immediate family.</p> <p>Bit kéédahasht'í'ini nihe' é'ool'í'it dóó bee dahinii' náanii shít béé'hózin dooleet.</p>	<p>PO3. I will interpret the purpose and meaning of the Navajo Nation symbols.</p> <p>Diné bidahmaat' a'í dóó bíbee'í' diidlıfíd bee éédahózinígíí baa náháshne' dooleet.</p> <p>PO4. I will establish kinship with my peers.</p> <p>Ádóone' é' nishłnígíí binahjí' k' é' shi' dó' nıi dooleet.</p>
<p align="center"><b>Fourth Grade</b></p>		
<p><b>Concept 3:</b> I will compare and contrast major historical events of Diné and neighboring tribes. Nihinaagóó bitsi' yishtizhii kéédahat'ínígíí dóó shidíne' é' bahane' ahaah naashnilgo baa hashne' dooleet.</p>		
<p>PO1. I will research the cultures and lands of other neighboring Indian tribes.</p> <p>Bitsi' yishtizhii bikéyah naashkaahgo binahjí' be 'iina' shít béé'hózin dooleet.</p>	<p>PO2. I will compare Diné and a neighboring tribe's historical timeline.</p> <p>Aik' idáá' dóó díishijiji' ádahóót'ígíí athaah naashnil dooleet.</p>	<p>PO3. I will identify the captivity and the hardship that affected Diné people.</p> <p>Diné daasnáá dóó ch' ééna' yii' tádookaayi'ígíí shít béé'hózin dooleet.</p> <p>PO4. I will research how the Navajo language played a role in contributing to our safety and protection.</p> <p>Diné bizaad chooz'í'igido bee yisdá'ooldee'ígíí</p>



Fourth Grade	Fifth Grade	naashkaahgo baa ákonisin dooleet.
<p><b>Concept 4:</b> I will understand the integrity of my culture, language, and values that are protected and maintained by Diné. Nihina'nitin, nihe'é'ool'íít, dóo nihizaad nidaasya'ígíí náásgóó yilyéíígíí baa ákonisin dooleet.</p> <p>PO1. I will practice my Diné culture teachings. She'é'ool'íítígíí bee nisdzilgo náásgóó bee ánisht'ée dooleet.</p>	<p>PO2. I will identify the teachings of Diné culture and history. Shik'éí dinéji nihe'é'ool'íít yínida'niitinigíí shít bééhózin dooleet.</p>	<p><b>Six Grade</b></p> <p>PO3. I will illustrate/draw examples of time passage in architecture/housing, community developments. Hooghan ádaat'éhígíí tábgo ádaadzaaigíí nidaashch'aa'go ádeeshííít.</p> <p>PO 4. I will retell major Diné historical events. Hodeeyaáadáá' dóo dííshjijí' ádahóót'íídígíí alkée' honi'áago baa náháhne' dooleet.</p>

**Deconstruction  
of  
4<sup>th</sup>-6<sup>th</sup> Diné Government  
Standards**

**Fourth Grade Diné Government Unwrapped Standards  
Timeline: Quarter 1**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>SIC1. I will apply the Diné traditional law by formulating ideas.</p> <p>SIC1. Diyin Bits'áádéé' Beehaz'áanii ɔ Diné Traditional Law: Diyin bits'áádéé' bibeelaz'áanii choosh'íi dooleet.</p>	<p>EBPO1. I will outline the structure of the state and tribal leadership.</p>	<p>I will identify the Navajo Nation President and Vice President.</p>	<p align="center"><b>EXECUTIVE BRANCH</b></p> <p>Reproduce State Restate Operate Categorize/ Classify Evaluate Assemble</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, University of Oklahoma. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	<p>state and tribal leadership</p>
	<p>EBPO1. Nitsaa hadahwiisdzógóó binaat'áanii dóó Diné bikeyah binaat'áanii binaanish ahaah naashnil dooleet.</p>	<p>Bilagáana dóó Diné naat'áanii binahat'a' athahminishniít.</p>	<p>Neich'ahh doo Yik'i' diitanigii át'éeego yaa naháalne' Yi'k'i' diitanigi át'éeego yee naalnish doo Aí'aa nideijaah doo/at'aa ndeimil doo Heisíid áádóó neikaah doo Athii yiviniít doo</p>	<p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné HISTORY and Government</u>. Window Rock, AZ.</p>	<p>binahat'a', athahminishniít</p>
	<p>LBPO1. I will recognize the Council Delegates and the Speaker.</p>	<p>I will know the Council Delegates and the speaker.</p>	<p align="center"><b>LEGISLATIVE BRANCH</b></p> <p>Memorize Describe Choose Critique Appraise Plan</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, University of Oklahoma. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	<p>council delegates, speaker</p>
	<p>LBPO1. Béesh baadahsi'áni damilinigii dóó Bá yáhti'igii shít bééhozim dooleet.</p>	<p>Béesh baah dasi'áni dóó béesh baah dasi'áni yáyátti'igii bééhasin dooleet.</p>	<p>Yénalmiñ doo T'áa at'ehhigi át'éeego yaahalne' doo Yee í' doolifíi yitayílaah Yee yeinit'íi doo</p>	<p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p>	<p>béesh baah dasi'áni, béesh baah dasi'áni yáyátti'igii</p>

**Fourth Grade Diné Government Unwrapped Standards  
Timeline: Quarter 1**

				T'áá át'éhígíí át'éego héísííd doo  Yinaha'áa doo	Rock, AZ.	
<b>JUDICIAL BRANCH</b>						
S1C1. I will apply the Diné traditional law by formulating ideas.  S1C1. Diyin Bits 'áádéé' Beehaz'áanii - Diné Traditional Law: Diyin bits 'áádéé' bibeehaz'áanii choosh'í dooleet.	JBPO1. I will recognize the court system (i.e. Family and District).	I will know the basic court system.	Define Translate/relate Determine Questions Assess Propose	Office of Diné Culture, Language and Community Services, American Indian Institute, University of Oklahoma. <u>Diné Culture-Based Curriculum</u> .  Window Rock, AZ.  Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u> . Window Rock, AZ.		court system, family court, district court
	JBPO1. Nihwiit' aah bit haz'ánigi shít beéhózin dooleet.	Anidahwiit' aah bit midahaz'ánigi shít beehózin dooleet	Yaahalne'doo  Ahidéet'i'ígíí yaa náháalne'  Ádoolmítgi yaatsikees doo  Yaah na'ídiłkíd doo  Neitkaah doo  Yinaha'h'áa doo			nihwiit' aah, ánihwiit' aah
<b>SECURITY BRANCH</b>						
	SBPO1. I will identify the appropriate person(s) to contact in case of an emergency.	I will be aware of my Surrounding and know who to seek help from when necessary.	List Locate Use Choose Collect	Office of Diné Culture, Language and Community Services, American Indian Institute, University of Oklahoma. <u>Diné Culture-</u>		aware, surrounding, appropriate

## Fourth Grade Diné Government Unwrapped Standards

### Timeline: Quarter 1

<p>SBPO1. Ádinaa ha' alziid bídahólmígíí béédabonisin dooleet.</p>	<p>Ádaha' aszídgo naashaa dooleet, haída shiká' adoolwołígíí shít béé hozin dooleet.</p>	<p>Dayóshii doo Yi' íhintaah doo Yee' dinitáago chooyooł' íi doo Hayítsid dóó neiskáa' go yitahíłłáah doo Alba' áyoolłít doo</p>	<p>Based Curriculum. Window Rock, AZ. Office of Diné Culture, Language and Community Services. Curriculum Guide for Diné History and Government. Window Rock, AZ.</p>
			<p>ádaha' asiid, adinaa ha' alziid, bídahólmígíí, béédabonisin, shiká' adoolwołígíí</p>

**Fourth Grade Diné Government Unwrapped Standards  
Timeline: Quarter 2**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C2. I will sustain myself through Diné teachings.</p> <p>S1C2. Diyin Bits' áádéé' Beehaz' áanii - Diné Customary Law: Diyin Dine' é bits' áádéé' beehaz' áanii náásgóó iiná bee ánísh't'ée dooleetígíí bóhoosh' aah.</p>	<p>PO1. I will practice and follow the cultural teachings.</p> <p>PO1. Na'nitin yá' át' éhígíí nabinishtaah dooleel.</p>	<p>I will value and support my cultural teachings.</p> <p>Dinéji na'nitin bee na' nishtingo nabinishtaah dooleel.</p>	<p align="center"><b>CUSTOMARY LAW</b></p> <p>Duplicate Discuss Solve Distinguish Judge Set up</p> <p>Yéé' doodlilit Nayik' iyáti' doo Neikaahgo yee dimitaa doo Yee tshgo at' éhígíí bit béhózin dóo Akót' éelá nizin doo Hasht' eiléeh doo</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, University of Oklahoma. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p> <p><u>Origins of the Diné</u>.</p> <p>Saad Ahaah Sinil. <u>Dual Language</u>.</p> <p><u>Kinaaldá: A Navajo Puberty Ceremony</u>. Rough Rock Community School</p> <p><u>Navajo History</u>. Rough Rock Community School</p> <p><u>Women in Navajo Society</u>. Rough Rock Community School</p>	<p>sustain, cultural, value, support</p> <p>na'nitin, bee na' nishitin, nabinishtaah</p>

**Fourth Grade Diné Government Unwrapped Standards  
Timeline: Quarter 3**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C3. I will identify the process and importance of time.</p> <p>S1C3. Nahasdzáan dóó Yááíłhít Bits'áádéé' Beehaz'áanii – Diné Natural Law: Hoolzhish baa hane'ígíí shít bééhózin dóó baa náháhshne' dooleet.</p>	<p>PO1. I will describe the value of time in a day.</p>	<p>I will know the value of time.</p>	<p align="center"><b>NATURAL LAW</b></p> <p>Know Select Calculate Estimate Organize Predict Plan Prepare</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>, Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>, Window Rock, AZ.</p> <p>Rough Rock Demonstration School. <u>Saad Ahaah Sinil: Dual Language</u>, Rough Rock, AZ.</p> <p>Rough Rock Community School. <u>Mike Mitchell. Origins of the Diné</u>, Rough Rock, AZ.</p> <p>Rough Rock Community School. <u>Kinaaldá: A Navajo Puberty Ceremony</u>, Rough Rock, AZ.</p> <p>Rough Rock Community School. <u>Navajo History</u>, Rough Rock, AZ.</p> <p>Rough Rock Community School. <u>Women in Navajo</u></p>	<p>time of day and night, value</p>

**Fourth Diné Government Unwrapping Standards  
Timeline: Quarter 3**

	<p>PO1. Tł'éeego dóó jįigo hoolzhishigii sbii beehozingo bea hashne' dooleet.</p>	<p>T'aa'ákwijį náas yookáát do náas oolkigii bea'ákonisin dooleet.</p>	<p>Bił beéhoózin doo Yitahyilaał doo T'aa'at'ehigii at'éeego ahiyizoóh doo Sha'shin nizin doo Alkéé'yisnil doo Haahodooniit nizin doo Yinahał'aa doo Yá hast'eileéł doo</p>	<p>Society, Rough Rock, AZ. Rough Rock Community School. <u>Women in Navajo Society, Rough Rock, AZ.</u></p>	<p>hoolzhish, náas hoolzhish, yookáát, damoo ooleet, náhidizifid, mináhahááh, oolkit</p>
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## Fourth Grade Diné Government Unwrapped Standards

### Timeline: Quarter 4

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<b>COMMON LAW</b>					
<p>S1C4. I will honor the principles of Diné Common Laws.</p> <p>S1C4. Diyin Nihookáá Diné Bi Beehaz'áanii – Diné Common Law: Diyin Diné'é bits 'áádéé' beehaz'áanii binahji' she'ina' dóó shintsékees k'ihineezláa dooleet.</p>	<p>PO1. I will explain my family principles.</p>	<p>I will value and honor my family principles.</p>	<p>Repeat Express Apply Practice Appraise Rate</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p> <p>Rough Rock Demonstration School. <u>Saad Ahaah Simil: Dual Language</u>. Rough Rock, AZ.</p> <p>Rough Rock Community School. Mike Mitchell. <u>Origins of the Diné</u>. Rough Rock, AZ.</p> <p>Rough Rock Community School. <u>Kinaaldá: A Navajo Puberty Ceremony</u>. Rough Rock, AZ.</p> <p>Rough Rock Community School. <u>Navajo History</u>. Rough Rock, AZ.</p>	<p>honor, value</p>

## Fourth Grade Diné Government Unwrapped Standards

### Timeline: Quarter 4

				<p>Rough Rock Community School. Women in Navajo Society. Rough Rock, AZ.</p>	
	<p>PO1. Shimá dóo shizhé' é yinashineezta' igii baa náháshne' dooleel.</p>	<p>Shimá dóo shizhé' é bina' nitin shina nitin at' ée dooleel.</p>	<p>Akéé' eh ánií doo          'íinizingi át' éego yaa halne' doo          Yee áyooliit doo          Yee nayinitaah doo          T' áá át' éhigii át' éego heisiid doo          Ákót' éelá nizin doo</p>		

**Fifth Grade Diné Government Unwrapping Standards  
Timeline: Quarters 1-4**

Diné Strand/Concept	Performance Objectives	Kid Friendly Learning Objectives	Level Of Thinking	Resource Correlation	Academy Vocabulary
<b>EXECUTIVE BRANCH</b>					
C1. I will apply the Diné traditional law by formulating ideas.  C1. Diyin bits'áádéé' bíbeehaz'áanii choosh'íi dooleet.	EBPO2. I will explain the difference between the state governor and Navajo Nation president's policies.	I will learn and understand the policies of the State Governor and the Navajo Nation President.	Recognize Identify Research Critique	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> , Window Rock, AZ.	compare, contrast, state capital, council chamber
	EBPO2. Bee haz'áanii bee da'inshígíí at'aan át'éhígíí shíí béehózin dooleet.	Bilaagáana dóó Diné Naat'áanii bíbéehaaz'áanii shíí beehózin dooleet.	Baa ákonisin		Ahééit'ééh, Ałąą'át'eeh, Ádéeł' é'hooghán
<b>LEGISLATIVE BRANCH</b>					
C1. I will apply the Diné traditional law by formulating ideas.  C1. Diyin bits'áádéé' bíbeehaz'áanii choosh'íi dooleet.	LBPO2. I will identify the process of rule-making of Council Delegates.	I will understand how the Council Delegates make rules for the People to follow.	Recognize Identify Critique Present Research	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> , Window Rock, AZ.	council delegates, rule-making
	LBPO2. Bee haz'áanii bik'ehgo hadadilne'ígíí baa ákonisin dooleet.	Táá' naaznilíí béehaz'áanii ádéełnígíí shííbéehózin dooleet	Baa ákonisin		Táá'naaznilíí Hoot'áát
<b>JUDICIAL BRANCH</b>					
	PO 2. I will name the local judicial courts.	I will name our local family courts.	Recognize Identify	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> , Window Rock, AZ.	family, district



**Fifth Grade Diné Government Unwrapping Standards**  
**Timeline: Quarters 1-4**

náhashme' dooleet.	PO2. Hoolzhish bił hahodit' ehigií baa náhashme' dooleet.	Hoolzhish bił hahodit' ehigií baa náhashme' dooleet.	Náhashme' dooleet	Hoolzhish
<b>COMMON LAW</b>				
C4. I will honor the principles of Diné Common Laws.	PO2. I will identify and respect various family values.	I will identify and respect various family values.	Identify Demonstrate Present	Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u> , Window Rock, AZ.
C4. Diyin Dine' é bits' áádéé' beehaz' áanii binahji' she' iina' dóó shintsekees k'íhineezláa dooleet.	PO2. Diné kээdahat' íigóó bíbee' ó' óol' jíł baa ákonisin dooleet.	Diné kээdahat' íigóó bíbee' ó' óol' jíł baa ákonisin dooleet.		respect, value, family Bíbee' ó' óol' jíł

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

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C1. I will apply the Diné traditional law by formulating ideas.</p> <p>S1C1. Diyin bits' áádée' bibeehaz' áanii choosh' ñi dooleet.</p>	<p>EBPO3. I will identify the attributes of a good Navajo leader.</p>	<p>I will learn what it takes to be a good leader.</p>	<p>Interpret Classify Summarize</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p>First Nations Culture- Based Curriculum.</p> <p><u>Navajo Leadership / Government</u>.</p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History and Government</u>. Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services. <u>Diné Culture and Language Curriculum Framework</u>. Window Rock, AZ.</p>	<p>label, collection, explanation</p>
	<p>EBPO3. Naat' áanii yá ééhózinii shít bééhózin dooleet.</p>	<p>Naat' áanii nizhomigo hóo' áańgi shít bééhózin dooleet.</p>	<p>Ata' háne' Bééhózingo Áhts' áandaa' nil Át' aan át' éigi bééhózin</p>		<p>Bééhózingo náa' nil, Át' haa' ályaa', Naabik' iyáti'</p>
	<p>EBPO4. I will name the duties of the State Governor and the Navajo Nation President.</p>	<p>I will learn and understand what the State leader and our Navajo Leader do at their work place.</p>	<p>Interpret Classify Summarize</p>		<p>label, collection, explanation</p>

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

	<p>EBPOS4. Naat'áanii binaanish íí'ínigíí bitaa' íínishíí dooleel.</p>	<p>Diné'tah binaat'áani dóó hózdó hahózoitigi binaat' aani binanish shít bééhózhin dooleél.</p>	<p>Ata'hane' Bééhózingo Áhts'áandaa'nil Ál'áan át'éigi bééhózhin</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ. <u>First Nations Culture- Based Curriculum</u>. <u>Navajo Leadership / Government</u>. Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History / Government</u>. Window Rock, AZ. Office of Diné Culture, Language and Community Services. <u>Diné Culture and Language Curriculum Framework</u>. Window Rock, AZ.</p>	<p>Bééhózingo naa'nil, Ál'haa'ályaa', Naabik'iyáti'</p>
<p>S1C1. I will apply the Diné traditional law by formulating ideas. S1C1. Diyin bits'áádéé' bíbeehaz'áanii choosh'íí dooleel.</p>	<p>LBPO3. I will describe the qualification of a council delegate.</p>	<p>I will describe the job qualification of a council delegate.</p>	<p>Compare Attribute Critique</p>		<p>debate, report, checklist</p>
	<p>LBPO3. Béesh ba'adahsi'áni ádóodleeftigi shít bééhózhin dooleél.</p>	<p>Béesh ba'adahsi'áni ádóodleeftigi shít bééhózhin dooleél.</p>	<p>Anizahgo bit'áhaah naa'nil Nahaa'nil / áikéé'nahaa'nil Hasht'e'ée /dahasht'e'ée</p>		<p>Naabik'iyáti', Baaháne', Bik'isidzoh bééhózhin</p>

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

	<p>LBPO4. I will distinguish the duties of the Council Delegate and the Speaker of the House.</p> <p>LBPO4. Béésh baadahsi'ání dóó Bá yáhti'ígíí bináanish át'áan át'éhígíí shít bééhózin dooléét.</p>	<p>I will understand the duties of the council delegate and the speaker of the house.</p> <p>Béésh baadahsi'ání dóó Bá yáhti'ígíí bináanish át'áan át'éhígíí shít bééhózin dooléét.</p>	<p>Compare Attribute Critique</p> <p>Ánizahgo bit áthaah náa'nil Nahaa'nil / átkée'nahaa'nil Hasht'e'ée /dahashit'e'ée</p>		<p>debate, report, checklist</p> <p>Naabik'iyáti', Baaháne', Bik'iisdzoh bééhózin</p>
<b>JUDICIAL BRANCH</b>					
<p>SIC1. I will apply the Diné traditional law by formulating ideas.</p> <p>SIC1. Diyin bits'áádéé' bibeehaz'áanii choosh'íi dooleet.</p>	<p>JBPO3. I will describe the qualifications of the Chief Justice.</p>	<p>I will describe the qualifications of the Chief Justice.</p>	<p>Classify Organize Structure</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, <u>Diné Culture-Based Curriculum</u>, Window Rock, AZ. <u>First Nations Culture- Based Curriculum</u>. <u>Navajo Leadership / Government</u>. Office of Diné Culture, Language and Community Services, <u>Curriculum Guide for Diné History / Government</u>, Window Rock, AZ. Office of Diné Culture, Language and Community Services, <u>Diné Culture and Language Curriculum Framework</u>, Window Rock, AZ.</p>	<p>show and tell, outline, summary</p>



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

	<p>JBPO3. Nihwíít' aah bit haz' ániiji binaat' áanii aláá' jí' dah sidáh ádoodleefígíí shít bééhózin dooléeít.</p>	<p>Nihwíít' aah bit haz' ániiji binaat' áanii aláá' jí' dah sidáh ádoodleefígíí shít bééhózin dooléeít.</p>	<p>Bééhózingo áłts' ándaad' nil</p> <p>Áłkéé' jóonil</p> <p>Hadilnééh / Hadadilné' go</p> <p>Classify Organize Structure</p>	<p>Néł' í' dóó baahane', Áłtsé' yisdzoh, Náát' áá' baa náháne'</p> <p>show and tell outline, summary</p> <p>Néł' í' dóó baahane', Áłtsé' yisdzoh, Náát' áá' baa náháne'</p>
<p>JBPO4. I will define the court procedures.</p>	<p>I will define the court procedures.</p>	<p>Bééhózingo áłts' ándaad' nil</p> <p>Áłkéé' jóonil</p> <p>Hadilnééh / Hadadilné' go</p>		
<p>JBPO4. Aadahwiinit' í alkéé' homí' áago al' inígíí shít bééhózin dooléeít.</p>	<p>Aadahwiinit' í alkéé' homí' áago al' inígíí shít bééhózin dooléeít.</p>			

**SECURITY BRANCH**

<p>S1C1. I will apply the Diné traditional law by formulating ideas.</p> <p>S1C1. Diyin bits' áádéé' bibeel' áanii choosh' íi dooléeít.</p>	<p>SBPO3. I will distinguish among different types of emergency situations.</p>	<p>I will distinguish among different types of emergency situations.</p>	<p>Identify Explain Implement Organize</p> <p>Ánoólin bee bééhózin/bééhóziní áálníít</p> <p>Íishjáni áálníít</p> <p>Halbí' / dahalbí'</p> <p>Hash't' e' ée/ dahash't' e' ée</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, <u>Diné Culture-Based Curriculum</u>, Window Rock, AZ.</p> <p>First Nations Culture- Based Curriculum.</p> <p><u>Navajo Leadership/ Government</u>.</p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History/ Government</u>, Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services. <u>Diné Culture and Language Curriculum Framework</u>, Window Rock, AZ.</p>
<p>SBPO3. Anáhóót' í' at' aan ádaat' éhígíí shít bééhózin dooléeít.</p>	<p>Anáhóót' í' at' aan ádaat' éhígíí shít bééhózin dooléeít.</p>			



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

	PO4. K'énisdzingo bee ádaa'ákonisdzin dooléét.	K'énisdzingo bee ádaa'ákonisdzin dooléét.	<p align="center">Hast'é'ee/ Dahasht'é'ee</p> <p align="center">Biniinaa'átéi baa hó'ne'</p> <p align="center">Ájilééh/ Ábzhniiflaa</p>	<p align="center">AZ.</p> <p align="center">Office of Diné Culture, Language and Community Services. <u>Diné Culture and Language Curriculum Framework</u>, Window Rock, AZ.</p>	<p align="center">Na'ázhdiilts'ood, AdaꞤ'baa áhwiindzin, Ch'iyaáan ya'át'ée'hii</p>
<b>NATURAL LAW</b>					
<p>SIC3. I will identify the process and the importance of time.</p> <p>SIC3. Hóolzhish baa háne'ígíí shít bééhózin dóó baa náháshne' dooléét.</p>	PO3. I will describe the time of day and night stories.	I will describe the time of day and night stories.	<p>Discuss</p> <p>Explain</p> <p>Analyze</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>, Window Rock, AZ.</p> <p><u>First Nations Culture- Based Curriculum</u>.</p> <p><u>Navajo Leadership / Government</u></p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History / Government</u>, Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services. <u>Diné Culture and Language Curriculum Framework</u>, Window Rock, AZ.</p>	<p>interview, narrator setting, characters, timeline</p>
PO3. Hóolzhish hahodit'ehígíí baa háne' shít bééhózin dooléét.	PO3. Hóolzhish hahodit'ehígíí baa háne' shít bééhózin dooléét.	Hóolzhish hahodit'ehígíí baa háne' shít bééhózin dooléét.	<p>Baan ya'ti'</p> <p>Íishjáni áalniít</p> <p>Nahaa'nil/Aikée' nahaa'nil</p>		<p>Neizhdifkid, Yaa halné' Has'áagi, Yaa halné'ígí, Yíghah hoolzhishigi</p>

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

	<p>PO4. I will value the purpose of time by participating in daily activities.</p> <p>PO4. Hóolzhish bit hahodit' ehígíí áhítna' ánish éí shít níłjigo ááshítít dooléét.</p>	<p>I will value the purpose of time by participating in daily activities.</p> <p>Hóolzhish bit hahodit' ehígíí áhítna' ánish éí shít níłjigo ááshítít dooléét.</p>	<p>Discuss Explain Analyze</p> <p>Baan yáti' Íishjání áálmít Naháa' nil/Átkée' naháa' nil</p>	<p>interview, narrator setting, characters, timeline</p> <p>Neizhdiłkíd, Yaa halne', Has' áagi, Yaa halne' igi</p>	
<b>COMMON LAW</b>					
<p>S1C4. I will honor the Principle of Diné Common Law.</p> <p>S1C4. Diyín Diné' é bits' áádée' beehaz' áanii binahjí she' íiná dóó shintsékees k' ihineezláa dooléét.</p>	<p>PO3. I will identify the positive attributes of a trustworthy person.</p> <p>PO 3: Diné t' áa aninií ba' ahódljinií baa naháshne' go ádeesh k'ít</p> <p>PO4. I will describe a person who is self-sufficient.</p> <p>PO 4: Diné ta t' áa bí ak' inaaldzilígíí baa háshne' dooléét.</p>	<p>I will identify the positive attributes of a trustworthy person.</p> <p>Diné t' áa aninií ba' ahódljinií baa naháshne' go ádeesh k'ít</p> <p>I will describe a person who is self-sufficient.</p> <p>Diné ta t' áa bí ak' inaaldzilígíí baa háshne' dooléét.</p>	<p>Compare/Contrast Group Evaluate Conclude</p> <p>Át' éigi áłhaah náa' nil Át' aan át' éigi áłch' í náa' nil Áłaa' nilíini Áłch' í' ánaal yaah</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, <u>Diné Culture-Based Curriculum</u>, Window Rock, AZ.</p> <p><u>First Nations Culture- Based Curriculum</u>.</p> <p><u>Navajo Leadership / Government</u>.</p> <p>Office of Diné Culture, Language and Community Services. <u>Curriculum Guide for Diné History / Government</u>, Window Rock, AZ.</p> <p>Office of Diné Culture, Language and Community Services. <u>Diné Culture and Language Curriculum Framework</u>, Window Rock, AZ.</p>	<p>trust, respect, citizenship, responsibility</p> <p>Ahizhists' áá' dóó áłk' ehójit' í, Ahit' idli, Ádizhdéelt' í</p>

# **4<sup>th</sup>-6<sup>th</sup> Diné Government Content Maps**

**4th Grade Diné Government Pacing Guide**

<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
DGC1EBPO1 DGC1LBPO1 DGC1JBPO1 (9 weeks)	DGC2PO1 (9 weeks)	DCSC3PO1 (9 weeks)	DCSC4PO1 (9 weeks)

**5th Grade Diné Government Pacing Guide**

<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
DGC1EBPO2 DGC1LBPO2 DGC1SBPO2 (9 weeks)	DGC2CUPO2 (9 weeks)	DGC3NLPO2 (9 weeks)	DGC4CLPO2 (9 weeks)

**6th Grade Diné Government Pacing Guide**

<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
DGC1EBPO3 DGC1EBPO4 DGC1LBPO3 DGC1LBPO4 DGC1JBPO3 DGC1JBPO4 DGC1SBPO3 DGC1SBPO4	DGC2PO3 DGC2PO4	DGC3PO3 DGC3PO4	DGC4PO3 DGC4PO4

## Fourth Grade Diné Government Content Map

### *Primary Resource: Diné Culture-Based Curriculum*

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	Government	State and Navajo Nation Government	State and Navajo Nation Government	Teacher Made Test	<u>Diné Culture-Based Curriculum</u> , pg. 197-203, 205-209, 211-221, 235-238	<u>Diné Language and Culture Curriculum Framework</u> , Unit 11	<u>Curriculum Guide for dine History and Government</u> , pg. 44	DGC1EBPO1 DGC1LBPO1 DGC1JBPO1 AZS1C3PO2 AZS1C5PO5 AZS1C5PO1 AZS1C7PO5
		State and Navajo Nation Leadership	State and Navajo Nation Leadership					
	Court	Navajo Nation President and Vice President	Navajo Nation President and Vice President					
		Council Delegates and the Speaker	Council Delegates and the Speaker					
		Federal, State and local court system	Analyze how the Arizona state government makes laws.	Unit 4 Test	<u>Harcourt Social Studies</u> , Unit 4, pg. 178-189	<u>Level Practice</u> pg. 181,184,187	<u>Reading Support and Intervention</u> pg. 54-57	
	Arizona's Government and Economy	Arizona Government	Describe responsibilities of state and national government. Explain the levels of government and the services they provide. Interpret and apply information <b>presented in a flow chart</b> . Examine the history and characteristics of the Arizona Capital.	Unit 4 Test	<u>Harcourt Social Studies</u> , Unit 4, pg. 178-189	<u>Level Practice</u> pg. 181,184,187	<u>Reading Support and Intervention</u> pg.54-57	

### *Primary Resource: Diné Culture-Based Curriculum*

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 2	Cultural Teaching	Sovereignty	Define sovereignty and/or independence	Teacher Made Test	<u>Diné Culture-Based Curriculum</u>	<u>Diné Culture and Language</u>	<u>Curriculum Guide for Diné History</u>	DCSC2PO1 AZS1C5PO1,

### Fourth Grade Diné Government Content Map

		Moral Practice Acknowledge- ment of K'è, language, respect, honor & trust.	Practice Diné fundamental values and principle of life.  Acknowledge the values of K'è, language, respect, honor, trust and beliefs.		Curriculum. pg. 197-203, 205- 209, 211-221	Curriculum Framework. Unit 2, pg.11	and Government. pg. 44	4,5 AZS1C6PO1 AZS1C71,2,3 4,5 AZS1C8PO1, 2,3,4 AZS1C9PO1 AZS1C10PO 4
	Citizenship: American Rights and Freedoms	Constitution, Declaration of Independence and Bill of Rights	Identify the Constitution, Declaration of Independence and Bill of Rights.  Explain the role of government in protecting these rights and freedoms.	Unit 2 Test	Harcourt Social Studies, Grade 4. pg. 94-95	Social Studies, Harcourt Grade 4, ELL pg. 97, 101	Harcourt Social Studies, Grade 4. Reading Support and Intervention pg. 30-33	NMB3DPO1, 2 UTBPO1a,b,c ,d,e,f,g CC4.RL.9 CC4.RI.10

#### Primary Resource: *Diné Culture-Based Curriculum*

Time	Unit	Content	Skills	Assessment	Unit Lesson Plan			Standards
					Core	Supplement	Intervention	
Qtr. 3	Diné Natural Law	Navajo Government Well Being	Organize your daily activities according to time.  Prepare for your daily activities.  Practice the moral teachings of nature with respect, honor, and beliefs.	Teacher made Test	Dine Culture- Based Curriculum. P. 189-192, 193- 196, 197-203	Diné Culture and Language Framework. Units 2, 3, 6, 8, 9, 10, 11, 12	Curriculum Guide for Diné History and Government. pg. 25-39	DCSC3PO1 AZS1C7PO5 AZS1C8PO1 AZS1C10PO 2 NMB3DPO1, 2 UTBPO1a,b,c ,d,e,f,g CC4.RL.9





### Fifth Grade Diné Government Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr.1	State and Navajo Government	State Government and the Navajo Nation Government	<p>Recognize the structure of the state government.</p> <p>Identify the leaders that make up the state government</p> <p>Compare/contrast state and Navajo Nation government</p> <p>Do they possess an organizational chart?</p>	Teacher Made Assessment	<p>4-6<sup>th</sup> DGS</p> <p>Diné Culture-Based Curriculum. pg. 193-209, 351-354</p>	<p>Curriculum Guide for Diné History and Government. pg. 22-39</p> <p>NL/G pg. 55</p>	Library books list	<p>DCGC1PO2</p> <p>NMCS3-A</p> <p>AZCC5.RL.3</p> <p>AZCC5.RL.4</p> <p>AZCC5.RI.3</p> <p>UTS2OB1-2</p> <p>AZS3C4PO2-3</p>
	Traditional Teachings	Sustaining Mental Health Through Diné Teachings.	<p>Define the term mental health.</p> <p>Give some examples of how traditional teachings helped people with over-come everyday problems.</p> <p>Compare /contrast teachings of grandparents to that of health counselors.</p> <p>Choose which traditional teachings you think would most likely benefit a person who is for example “lazy”.</p>	Teacher Made Assessment	<p>Diné Culture-Based Curriculum. pg. 267-289</p> <p>4-6<sup>th</sup> DGS</p>	<p>Curriculum Guide for Diné History and Government. pg. 44</p> <p>DCS/DGS pg. 11</p> <p>Navajo Nation Chapters</p> <p>ASD/AB pg. 92-95</p> <p>Navajo Nation Government. pg. 6</p>	<p>Curriculum Guide for Diné History and Government.</p>	<p>DCGC1PO2</p> <p>NMCS3-A</p> <p>AZCC5.RL.3</p> <p>AZCC5.RL.4</p> <p>AZCC5.RI.3</p> <p>UTS2OB1-2</p> <p>AZS3C4PO2-3</p>
Time	Unit	Content	Skills	Assessment	Core	Unit & Lesson Plans Supplement	Intervention	Standards

**Fifth Grade Diné Government Content Map**

Qtr.2	Senators/ Navajo Nation Council Delegates	State Senators and Navajo Nation Council Delegates	Recognize that each member of the State Senate and each Navajo Council Delegate have certain privileges and power.  Tell why people may want to become a State Senator or a Navajo Nation Council Delegate.  Are they able to improve the lives of their constituents? How?	Teacher Made Assessment	4-6 <sup>th</sup> DGS  <u>Diné Culture- Based Curriculum.</u> pg.193-209, 351- 354	<u>Curriculum Guide for Diné History and Government.</u> pg. 22-39  NL/G pg.46-53  <u>Navajo Nation Government.</u> pg. 3-23	Library book list.	DCGC1PO2 NMCS3-A AZCC5.RL.3 AZCC5.RL.4 AZCC5.RI.3 UTS2OB1-2 AZS3C4PO2-3
	Essence of Time	Daily responsibili-ties and duties	Create a simple daily routine that you or anyone can follow.  Tell why a daily routine/schedule may be important.  Choose a time in the day where you would most likely be more productive.	Teacher Made Assessment	<u>Diné Culture- Based Curriculum.</u> pg. 267-289  4-6 <sup>th</sup> DGS	<u>Diné Culture and Language Curriculum Framework.</u> Unit 11  NL/G. pg. 55	<u>Curriculum Guide for Diné History and Government.</u> pg. 44  DCS/DGS pg. 11  Navajo Nation Chapters  ASD/AB. pg.92- 95  Navajo Nation Government. pg. 6	DCGC1PO2 NMCS3-A AZCC5.RL.3 AZCC5.RL.4 AZCC5.RI.3 UTS2OB1-2 AZS3C4PO2-3
Time	Unit	Content	Skills	Assessment	<b>Unit &amp; Lesson Plans</b>			<b>Standards</b>
Qtr.3	Judges	Judicial courts in my community	Describe the qualifications of a judicial candidate.  Compare /contrast the	Teacher Made Assessment	<b>Core</b>  <u>Diné Culture- Based Curriculum.</u> pg. 235-237, 351	<u>Curriculum Guide for Diné History and Government.</u> Unit 11	<b>Intervention</b> <u>Curriculum Guide for Diné History and Government.</u> pg. 44	DCGC1PO2 NMCS3-A AZCC5.RL.3 AZCC5.RL.4 CC5.RI.3



### Sixth Grade Diné Government Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	State and Navajo Leader	State and Tribal Leaders (Navajo)	<p>Compare /contrast the qualifications of the states and tribal leaders. Identify the attributes of a good state and tribal leader.</p> <p>Decide whether the qualifications are just or unjust. (i.e. whether they are appropriate to meets the standards to run for an elected office).</p> <p>Develop your own job qualification list and explain your thoughts behind your selections.</p>	Teacher Made Test	<p><u>Diné Culture-Based Curriculum.</u> pg. 55-63, 351</p> <p>DGS. Grades 4<sup>th</sup>-6<sup>th</sup></p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p>ASD/AB. pg. 23</p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>DCS/DGS. pg. 11</p> <p>Navajo Nation Chapters</p> <p>ASD/AB. pg. 92-95</p> <p><u>Navajo Nation Government.</u> pg. 6</p>	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-3
	State Governor and the Navajo Nation President	Examine the duties of the State Governor and the Navajo Nation President	<p>Tell why the Navajo Nation refers to its leader as President, not Governor or Chief.</p> <p>Debate whether the Navajo Nation's leader should or should not be called Chief, instead of President.</p> <p>Research the executive powers of the State Governor and those of the Navajo Nation President.</p>	Teacher Made Test	<p><u>Diné Culture-Based Curriculum.</u> pg. 55-63, 351</p> <p>DGS. Grades 4<sup>th</sup>-6<sup>th</sup></p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p>ASD/AB. pg. 23</p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>DCS/DGS. pg. 11</p> <p>Navajo Nation Chapters</p> <p>ASD/AB. pg. 92-95</p> <p><u>Navajo Nation Government.</u> pg. 6</p>	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-3
Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standard

**Sixth Grade Diné Government Content Map**

		Teacher Made Test	Core	Supplement	Intervention	
Qtr.2	State Senator, NN Council Delegate	Describe the qualifications of a State Senator and a Navajo Nation Council Delegate.	Diné Culture-Based Curriculum, pg. 55-63, 351 DGS, Grades 4 <sup>th</sup> -6 <sup>th</sup>	Diné Culture and Language Curriculum Framework, Unit 11 NL/G, pg. 55 ASD/AB, pg. 23	Curriculum Guide for Diné History and Government, pg. 44 DCS/DGS, pg. 11 Navajo Nation Chapters ASD/AB, pg. 92-95 Navajo Nation Government, pg. 6	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-3
	State Senator and a Navajo Nation Council Delegate	Give an example of what a State Senator and a Navajo Nation Council Delegate does on a daily basis.				
	Duties of the State Speaker of the House and the Speaker of the Navajo Nation	Decide what are the pros and cons of being a representative for the people.				
	Speaker of the House, State Level, Navajo Nation Speaker of the House, NN Council Delegates	Describe the overall duties of the State Speaker of the House and the Speaker of the Navajo Nation. Compare/ contrast the duties of the State Speaker, the Navajo Nation Speaker of the House, and the Navajo Nation Council Delegates. Create a checklist of the duties of each office and generate a new one where you think it may apply.	Diné Culture-Based Curriculum, pg. 55-63, 351 DGS, Grades 4 <sup>th</sup> -6 <sup>th</sup>	Diné Culture and Language Curriculum Framework, Unit 11 NL/G, pg. 55 ASD/AB, pg. 23	Curriculum Guide for Diné History and Government, pg. 44 DCS/DGS, pg. 11 Navajo Nation Chapters ASD/AB, pg. 92-95 Navajo Nation Government, pg. 6	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-3

### Sixth Grade Diné Government Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standard
					Core	Supplement	Intervention	
Qtr. 3	Chief Justices, State Level and Navajo Nation	Qualifications of the State and the Navajo Nations Chief Justice	<p>Explain the qualifications of the State and the Navajo Nation Chief Justice.</p> <p>Research and compare the qualities of the State and Navajo Nation with those of a neighboring State and Tribe's Chief Justices. (i.e. New Mexico, Pueblo Tribe).</p>	Teacher Made Test	<p><u>Diné Culture-Based Curriculum.</u> pg. 55-63, 351</p> <p>DGS. Grades 4<sup>th</sup>-6<sup>th</sup></p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p>ASD/AB. pg. 23</p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>DCS/DGS. pg. 11</p> <p>Navajo Nation Chapters</p> <p>ASD/AB. pg. 92-95</p> <p><u>Navajo Nation Government.</u> pg. 6</p>	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-3
	Court Procedures	Procedures of the State and the Navajo Nation Courts	<p>Define the court procedures of the State and the Navajo Nation Courts.</p> <p>Create an outline of the process the courts go through when presenting a case in both the State and the Navajo Nation Courts.</p> <p>Tell why some cases do not make it all the way to the State's highest and the Navajo Nation's highest courts.</p>	Teacher Made Test	<p><u>Diné Culture-Based Curriculum.</u> pg. 55-63, 351</p> <p>DGS. Grades 4<sup>th</sup>-6<sup>th</sup></p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p>ASD/AB. pg. 23</p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>DCS/DGS. pg. 11</p> <p>Navajo Nation Chapters</p> <p>ASD/AB. pg. 92-95</p> <p><u>Navajo Nation Government.</u> pg. 6</p>	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-3

### Sixth Grade Diné Government Content Map

Time	Unit	Content Objectives	Skills	Assessment	Unit & Lesson Plans			Standard
					Core	Supplement	Intervention	
Qtr. 4	Emergency Situations	Types of emergency situations in a suburb, a community and a rural area	<p>Identify different types of emergency situations in a suburb, community and a rural area.</p> <p>Generate a list of various types of emergency situations in your area/community.</p> <p>Classify each situation from not serious to the most serious.</p> <p>Identify the emergency color code for each situation.</p> <p>Develop a fire escape plan for your residence.</p>	Teacher Made Test	<p><u>Diné Culture-Based Curriculum.</u> pg. 55-63, 351</p> <p>DGS. Grades 4<sup>th</sup>-6<sup>th</sup></p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p>ASD/AB. pg. 23</p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>DCS/DGS. pg. 11</p> <p>Navajo Nation Chapters</p> <p>ASD/AB. pg. 92-95</p> <p><u>Navajo Nation Government.</u> pg. 6</p>	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-3
	Emergency Personnel	Duties of emergency personnel in the cities and small communities	<p>Recognize the duties of emergency personnel in cities and small communities.</p> <p>Create a duty chart for each individual assigned to your group of EMTs.</p> <p>Compare /contrast the duties of an EMT in the city and those of a rural community.</p>	Teacher Made Test	<p><u>Diné Culture-Based Curriculum.</u> pg. 55-63, 351</p> <p>DGS. Grades 4<sup>th</sup>-6<sup>th</sup></p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p>ASD/AB. pg. 23</p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>DCS/DGS. pg. 11</p> <p>Navajo Nation Chapters</p> <p>ASD/AB. pg. 92-95</p> <p><u>Navajo Nation Government.</u> pg. 6</p>	DCGC1PO2 NMCS3-A UTS2OB1-2 AZS3C4PO2-4



# **Deconstruction of 4<sup>th</sup>-6<sup>th</sup> Diné History Standards**

**Fourth Diné History Unwrapped Standards  
Timeline: Quarter 1**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C1. I will explore and explain how Diné people and historical events have influenced the development of my community.</p> <p>S1C1. Nahdée' nihidine' é be'ima' ádayiilaa yée baa ákonisingo baa náháshne' dooleet.</p>	<p>PO1. I will explain my maternal clan family and its historical origin.</p>	<p>I will know my maternal clan history and origin.</p>	<p>Label Order Explain Report Demonstrate Analyze Defend Support Organize</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.  Navajo Studies Center. E. Yazzie. <u>Navajo History</u>. Rough Rock Community School.  Rough Rock Demonstration School. Saad Ahaah <u>Simil: Dual Language</u>. Rough Rock, AZ.  Mike Mitchell. <u>Origins of the Diné</u>. Rough Rock Community School.</p>	<p>maternal, explain, historical, origin, explore</p>
	<p>PO1. Ádóone' é nishímgíí dóo hane' bídadéet' í'ígíí shít bééhózin dooleet Ádóone' é nishímgíí shimásání dóo shimá k' é dayit' ééh déé' dahane' shít bééhózin dooleet.</p>	<p>Ádóone' é nishímgíí dóo hane' bídadéet' í'ígíí shít bééhózin dooleet Ádóone' é nishímgíí shimásání dóo shimá k' é dayit' ééh déé' dahane' shít bééhózin dooleet.</p>	<p>Yítáa da' ózhi' doo  Ałkéé' yisil doo  T' áa at' éegi yaahalne' doo  Nát' áá' yaanáháalne' doo  Yee íshjáni ííleeh doo  Ałts' ádeimil dóo ahidéet' í'ígíí neítkaah doo  Yee sizjidoo</p>		<p>nishímgíí, dayit' ééh déé' dahane', dashik' éi, k' éts' ósi, shimá, shimásání, shizazí, shichó, bítháíjéé', baadaashle'</p>



**Fourth Diné History Unwrapped Standards  
Timeline: Quarter 2**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>SC2. I will understand connections between my culture, sacred sites and historical events.</p> <p>S1C2. Nihe'é'ool'ijit, dahodiyingo nahaz'áágóó dóó nihikayah bikáá'góó ádahóót'iidígíí baa ákomisin dooleet.</p>	<p>PO1. I will research the sacred sites within my community.</p>	<p>I will study my community sacred sites carefully.</p>	<p>Relate Locate Illustrate Apply Examine Value Compose</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	<p>sacred sites(local)</p>
	<p>PO1. Shikéyah naashkaahgo dahodiyingo nahaz'áágóó shít bééhózin dooleet.</p>	<p>Kééhhasht'inigí dahodiyingo hahaz'áinigóó bina 'idishkidgo shít bééhózin dooleet.</p>	<p>Dahodiyin nahaz'áágóó: Ádidéelt'i doo  Yik'ihintáah doo  Bit bééhózhingo neich'áah doo  Yee áyoliit doo  Heisíd dóó neikkaah doo  Bit milji doo  Heidiléh doo</p>		<p>shikéyah</p>

**Fourth Diné History Unwrapping Standards  
Timeline: Quarter 3**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C3. I will compare and contrast major historical events of Diné and neighboring tribes.</p> <p>S1C3. Nihinaagóó bitsi' yishtizhii kéédahat' inigíí dóó shidiné' é bahane' ahaah naashnilgo baa hashne' dooleet.i.</p>	<p>PO1. I will research the cultures and lands of other neighboring Indian tribes.</p>	<p>I will study other cultures and lands of our neighboring tribes.</p>	<p>Arrange Classify Interpret Compare/contrast Select design</p>	<p>North American Press. Harvey and Harjo. <u>Indian Country</u>.  Office of Diné Culture, Language and Community Services. American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	<p>compare &amp; contrast, culture</p>
	<p>PO1. Bitsi' yishtizhii bikéyah naashkaahgo binahji' be' iina' shi' bééhózin dooleet.</p>	<p>Nihinaagóó al' aadiné' é dabikéyah dóó be' éda' ool' iit dóó shidine' é be' éda' ool' iitgíí bit ahaah naashnil dooleet.</p>	<p>Ak'éé' neimil doo  Al' aá ndeijaah doo/ataa' ndeinil doo  Yik' i' diitanígi at' éego yaa náháine'  Atheet' éhigi ahaah neimil doo/bee at' aá at' éhigíí ahaah neimil doo  Yitayilaah doo  Yik' eh áháleeh doo</p>	<p>North American Press. Harvey and Harjo. <u>Indian Country</u>.  Office of Diné Culture, Language and Community Services. American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	<p>ahaah naashnil, nihinaagóó al' aadiné' é dabikéyah be' éda' ool' iit, shidine' é</p>

**Fourth Diné History Unwrapped Standards  
Timeline: Quarter 4**

Diné Strand/Concept	Performance Objectives Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Diné.</p> <p>S1C4: Nihina' nitin, nihe' é'ool' iit, dóo nihizaad nidaasya' igíí náásgóó yilyéigíí baa ákonisin dooleet.</p>	<p>PO1. I will practice my Diné culture teachings.</p>	<p>I will value and understand my Diné culture and language.</p>	<p>Recognize Express Employ Practice Experiment Argue Manage</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p>Navajo Studies Center, Rough Rock Community School. E. Yazzie. <u>Navajo History</u>.</p> <p>Saad Ahaah Simil: <u>Dual Language</u>. Rough Rock, AZ.</p> <p>Mike Mitchell. <u>Origins of the Diné</u>. Rough Rock CS</p>	<p>value, culture, protect, maintain</p>
	<p>PO1. She' é'ool' iit'igíí bee nisdzilgo náásgóó bee ánisht'ée dooleet.</p>	<p>Dinéji na' nitin nabinish taahgobeeshidziil dooleet.</p>	<p>Yééhósin doo 'finizingi át' éego yaa halne' doo Bii bééhózingo yee i' doolifí Yee nayinitaah doo Nayinitaah doo Yee aha' dit' áah doo Yee neilo' doo Yee na' nitin doo</p>		<p>na' nitin, nabinish taah</p>

**Fifth Grade Diné History Unwrapped Standards  
Timeline: Quarter 1**

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C1. I will explore and explain how Diné people and historical events have influenced the development of my community.</p> <p>S1C1. Nadéé' nihidine'é be'iina' ádayiilaa yéé baa ákonisingo baa náháshné' dooleet.</p>	<p>PO2. I will recognize leaders that have impacted the Diné Nation.</p>	<p>I will know the leaders that have helped our Diné Nation.</p>	<p>Recognize Identify</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute, <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership /Government</u>.</p>	
	<p>PO2. Diné binanit'a'í binahji béédahó' doosziidigii shít bééhozin dooleet.</p>	<p>Diné binanit'a'í binahji béédahó' doosziidigii shít bééhozin dooleet.</p>	<p>Baa ákonisin Ánoolnin bec bééhozin / bééhozini áálníít</p>		

**Fifth Grade Diné History Unwrapped Standards  
Timeline: Quarter 2**

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C2. I will understand the connections between my culture, sacred sites and historical events.</p> <p>S1C2. Nihe'é'ool'íit, dahódiyíngo naház'áágóó dóó nihikéyah bikáá'góó ádahóót'íidígíí baa ákomisin dooléét.</p>	<p>PO2. I will demonstrate my cultural knowledge gained from my immediate family.</p>	<p>I will demonstrate my cultural knowledge gained from my immediate family.</p>	<p>Recognize Interpret Implement</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership /Government</u>.</p>	
	<p>PO2: Bit kээdahash't'inií nihe'é'ool'íidóó bee dahinií'naanií shít bééhózin dooléét.</p>	<p>Bit kээdahash't'inií nihe'é'ool'íidóó bee dahinií'naanií shít bééhózin dooléét.</p>	<p>Baa ákomisin Ata' háne' Hadilnééh / hadadilnééh</p>		



**Fifth Grade Diné History Unwrapped Standards  
Timeline: Quarter 3**

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C3. I will compare and contrast major historical events of Diné and neighboring tribes.</p> <p>S1C3. Nihinaagóó bitsį́' yishtł́zhíí kээ́dahat'ingíí dóó shí́dine' é baháne' áhaaah náashmilgo baa hashné' dooléét.</p>	<p>PO2. I will compare Diné and a neighboring tribe's historical timeline.</p>	<p>I will compare Diné and a neighboring tribe's historical timeline.</p>	<p>Recognize Identify Classify Compare</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	
	<p>PO2. Áłk'idaá' dóó diishjijij' ádahóótiidigii' áłhaaah náashmil dooléét.</p>	<p>Áłk'idaá' dóó diishjijij' ádahóótiidigii' áłhaaah náashmil dooléét.</p>	<p>Baa ákonisin Ánoólinin bee bééhózin Bééhózingo áłtis' aandaa' nil Áłch'í' náa' nil</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.  <u>Navajo Leadership &amp; Government</u>.</p>	

**Fifth Grade Diné History Unwrapped Standards  
Timeline: Quarter 4**

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Diné.</p> <p>S1C4: Nihina' nitin, nihe' á'ool' iit dóó nihizáad nidaasya' igíí náásgóó yilyéfigíí baa ákonisin doolééí.</p>	<p>PO2. I will identify the teachings of Diné Culture and History.</p>	<p>PO2. I will identify the teachings of Diné Culture and History.</p>	<p>Recognize Classify Compare Organize</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership / Government</u>.</p>	
	<p>PO2. Shik' éí dinéji nihe' é'ool' iinyimida' nittimigíí shíí bée'hózin doolééí.</p>	<p>PO2. Shik' éí dinéji nihe' é'ool' iinyimida' nittimigíí shíí bée'hózin doolééí.</p>	<p>Baa ákonisin Bée'hózinigo áhts' aandaa' nil Ánizahgo bitáhaah náa' nil</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership / Government</u>.</p>	

**Sixth Grade Diné History Unwrapped Standards  
Timeline: Quarter 1**

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C1. I will explore and explain how Diné people and historical events have influenced the development of my community.</p> <p>S1C1. Nadéé' nihidine' é be' iina' ádayiilaa yéé baa ákomisingo baa náháshne' dooleet.</p>	<p>PO3. I will explain the Diné historical timeline.</p> <p>PO4. I will retell Diné oral narratives.</p>	<p>I will explain the Diné historical timeline.</p> <p>I will retell Diné oral narratives.</p>	<p>Explain Retell</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership /Government</u>.</p>	
	<p>PO3. Nahdée' ádahóót' iídígíí alkée' honi' áago baa náháshne' dooleet.</p> <p>PO4. She' é' ool' iit' bina' niltin ádaat' éhígíí baa náháshne' dooleet.</p>	<p>Nahdée' ádahóót' iídígíí alkée' honi' áago baa náháshne' dooleet.</p> <p>She' é' ool' iit' bina' niltin ádaat' éhígíí baa náháshne' dooleet.</p>	<p>Íishjáni áálnííí Baanáháne'</p>		

## 6<sup>th</sup> Grade Diné History Unwrapped Standards Timeline: Quarter 2

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C2. I will understand the connections between my culture, sacred sites and historical events.</p> <p>S1C2. Nihe'é'ool'ijit, dahódiyíngo naház'áagóó dóó nihíkéyah bikáá'góó ádahóót'ijidígíí baa ákonísín dooléét.</p>	<p>PO3. I will interpret the purpose and meaning of the Navajo Nation symbols.</p> <p>PO4. I will establish kinship with my peers.</p>	<p>I will interpret the purpose and meaning of the Navajo Nation symbols.</p> <p>I will establish kinship with my peers.</p>	<p>Interpret Recognize Identify</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership /Government</u>.</p>	
	<p>PO3. Diné bidahnaat'a'i dóó bíbee í'diidliíd bee éedahózimígíí baa náháshné' dooleet.</p> <p>PO4. Ádóone' é nishíinigíí binahjí' k' é shi' dó' níi dooleet.</p>	<p>Diné bidahnaat'a'i dóó bíbee í'diidliíd bee éedahózimígíí baa náháshné' dooleet.</p> <p>Ádóone' é nishíinigíí binahjí' k' é shi' dó' níi dooleet.</p>	<p>Ata' hane' Beehojoošijh Ánoolinin bee bééhózin</p>		

## 6<sup>th</sup> Grade Diné History Unwrapped Standards Timeline: Quarter 3

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C3. I will compare and contrast major historical events of Diné and neighboring tribes.</p> <p>S1C3. Nihinaagóó bitsi' yishtłizhíí k'éedahát' inígíí dóó shidíne' é baháne' áhaah náashnılgo baa hashné' dooleét.</p>	<p>PO3. I will identify the captivity and the hardship that affected Diné people.</p> <p>PO4. I will research how the Navajo language played a role in contributing to our safety and protection.</p>	<p>I will identify the captivity and the hardship that affected Diné people.</p> <p>I will research how the Navajo language played a role in contributing to our safety and protection.</p>	<p>Identify</p> <p>Compare</p> <p>Contrast</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p>	
	<p>PO3. Diné daasnáá dóó ch' éená yíi' tádookaiyígíí shít bééhózin dooleet.</p> <p>PO4. Diné bizaad chooz' iįdgo bee yisdá' ooldee' ıgıı naashkaahgo baa ákomisin dooleet.</p>	<p>Diné daasnáá dóó ch' éená yíi' tádookaiyígíí shít bééhózin dooleet.</p> <p>Diné bizaad chooz' iįdgo bee yisdá' ooldee' ıgıı naashkaahgo baa ákomisin dooleet.</p>	<p>Anoolnin bee bééhózin</p> <p>Át' éigi ałhaah naa' nil</p> <p>Át' aan át' éigi ałch' i' naa' nil</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership &amp; Government</u>.</p>	

**6<sup>th</sup> Grade Diné History Unwrapped Standards  
Timeline: Quarter 4**

Diné Strand/Concept	Performance Objective Explanation-Mastery Level Explanation	Kid Friendly Learning Objectives	Level of Thinking	Resource Correlation	Academic Vocabulary
<p>S1C4: I will understand the integrity of my culture, language, and values that are protected and maintained by Diné.</p> <p>S1C4: Nihina' nitin, nihe' á'ool' iit dóo nihizáad nidaasya' igii náasgóo yilyéligii baa ákonisin dooléet.</p>	<p>PO3. I will illustrate/draw examples of time passage in architecture/housing, community developments.</p> <p>PO4. I will retell major Diné historical events.</p>	<p>I will illustrate/draw examples of time passage in architecture/housing, community developments.</p> <p>I will retell major Diné historical events.</p>	<p>Illustrate</p> <p>Retell</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership / Government</u>.</p>	
<p>PO3. Hooghan ádaat' éhigii lahgo ádaadzaaigii nidaashch' áa' go ádeeshhiit.</p> <p>PO4. Hodeeyáadaá' dóo díishjijii' ádahóot' iídígii atkéé' honi' áago baa náhashne' dooleet.</p>	<p>Hooghan ádaat' éhigii lahgo ádaadzaaigii nidaashch' áa' go ádeeshhiit.</p> <p>Hodeeyáadaá' dóo díishjijii' ádahóot' iídígii atkéé' honi' áago baa náhashne' dooleet.</p>	<p>Hooghan ádaat' éhigii lahgo ádaadzaaigii nidaashch' áa' go ádeeshhiit.</p> <p>Hodeeyáadaá' dóo díishjijii' ádahóot' iídígii atkéé' honi' áago baa náhashne' dooleet.</p>	<p>Bit béehózingo neich' aah doo</p> <p>Baanáhane'</p>	<p>Office of Diné Culture, Language and Community Services, American Indian Institute. <u>Diné Culture-Based Curriculum</u>. Window Rock, AZ.</p> <p><u>Navajo Leadership / Government</u>.</p>	

# **4<sup>th</sup>-6<sup>th</sup> Diné History**

## **Content Map**

**4th Grade Diné History Pacing Guide**

<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
DHS1C1PO1 (9 weeks)	DHS1C2PO1 (9 weeks)	DHS1C3PO1 (9 weeks)	DHS1C4PO1 (9 weeks)

**5th Grade Diné History Pacing Guide**

<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
DHS1C1PO2 (9 weeks)	DHS1C2PO2 (9 weeks)	DHS1C3PO2 (9 weeks)	DHS1C4PO2 (9 weeks)

**6th Grade Diné History Pacing Guide**

<b>QUARTER 1</b>	<b>QUARTER 2</b>	<b>QUARTER 3</b>	<b>QUARTER 4</b>
DHS1C1PO3 (4.5 weeks)	DHS1C2PO3 (4.5 weeks)	DHS1C3PO3 (4.5 weeks)	DHS1C4PO3 (4.5 weeks)
DHS1C1PO4 (4.5 weeks)	DHS1C2PO4 (4.5 weeks)	DHS1C3PO4 (4.5 weeks)	DHS1C4PO4 (4.5 weeks)



## Fourth Grade Diné History Content Map

Primary Resource: *Diné Culture-Based Curriculum*

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr.1	Family History	Family History Clan History Family Tree Clan Chart	Explain family history Say the clan origin of his/her family Explore family history Present Clan history	Teacher Made Test Student Product	Diné Culture-Based Curriculum. pg. 305-310	Diné Culture and Language Curriculum Framework. Unit 2  Navajo History. pg. 74-82  Saad Ahaah Sinil. Dual Language. pg. 9-13  Origins of the Diné. pg. 53-58  Navajo Studies Curriculum. CUSD #24	Curriculum Guide for Diné History and Government. p.5	DHSIC1PO1 AZSIC1PO1 AZSIC8PO1 AZSIC10PO4 AZCCS.4.RL.9 AZCCS.4.RI.10 AZCCS.4.W.2

Primary Resource: *Diné Culture-Based Curriculum*

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr.2	Sacred Sites	Connections between culture, sacred sites and historical events	Locate sacred sites and connect them with culture and historical events. Interview elders in the community to gather information about sacred sites. Apply what was learned about sacred sites in research. Examine the information gathered and assess to write the research.	Teacher Made Test Discussions Presentations Student Product	Diné Culture-Based Curriculum. pg. 41-48,55-63,73-81,83-99,101-108,109-134,141-147,161-166,167-171,173-176,177-181,183-185,189-192, 193-195, 197-203, 205-209, 211-222, 235-238, 245-248, 249-258, 259-261, 267-273, 291-297, 305-310, 321-235,	Diné Culture and Language Curriculum Framework. Unit 1, pg. 10  Saad Ahaah Sinil, Dual Language. pg. 83-84, 85-86, 87-90, 91-92, 124-132  Navajo Studies. CUSD #24, pg. 34-35	Curriculum Guide for Diné History and Government. pg. 1,13,17	DHSIC2PO1 AZSIC1PO4 AZSIC2PO1 AZSIC3PO2 AZSIC5PO4 AZCCS.4.RL.7 AZCCS.4.RI.4 AZCCS.4.W.1 AZCCS.4.SL.1

### Fourth Grade Diné History Content Map

							363-381, 391-412, 437-465, 481-484	
<i>Primary Resource: Diné Culture-Based Curriculum</i>								
Time	Unit	Content	Skills	Assessment	Core	Supplement	Intervention	Standards
Qtr. 3	Neighboring Tribes	Research the culture and land of neighboring Indian Tribes.  Research other tribes' cultural and language influences.	Compare and contrast	Teacher Made Test  Student made graphs, charts, posters  Presentations by students  Constructed Responses  Performance Assessment	Diné Culture-Based Curriculum. pg. 189-192, 509-511, 311-320, 327-340	Diné Culture and Language Curriculum Framework: Historical Event. pg. X,XI,XII  Navajo Studies Curriculum CUSD #24. pg. 34-35  Saad Ahaah Sinil: Dual Language. pg. 1-2	Curriculum Guide for Diné History and Government. pg. 11-14	DHSIC3PO1 AZS1C2PO2,3 AZS1C3PO2,3 AZS1C5PO1,2,5 AZS1C5PO5 AZS1C10PO4 AZCCS.4.RL.9 AZCCS.5.RI.5 AZCCS.4.W.7 AZCCS.4SL.2
<i>Primary Resource: Diné Culture-Based Curriculum</i>								
Time	Unit	Content	Skills	Assessment	Core	Supplement	Intervention	Standards
Qtr. 4	Diné Culture, Language and Values	Understand the integrity of Diné Culture, Language and Values	Name Review Practice Appraise Rate Plan	Teacher Made Test	Diné Culture-Based Curriculum. pg. 235-238, 305-310, 83-108, 109-134, 41-47,49-53	Diné Culture and Language Curriculum Framework. Unit 3,4,5,6,7  Saad Ahaah Sinil: Dual Language. pg. 9,17,35,37,40, 42,54	Curriculum Guide for Diné History and Government. pg. 9 (concept 1)	DHSIC4PO1 AZS1C10PO1,2 AZCCS.4.RL.3 AZCCS.4.W.3 AZCCS.4.SL.5

## Fifth Grade Diné History Content Map

### Primary Resource: *Diné Culture-Based Curriculum*

Time	Unit	Content	Skills	Assessment	Unit and Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr.1	Tribal Leaders	Diné Leaders Family Governance Community Governance	Recognize Diné Leaders (i.e. Ben Shelly, Barboncito). Identify current president and vice president. Compare/contrast past leaders from the present.	Teacher Made Assessment	Diné Culture-Based Curriculum. pg. 189, 351, 359, 385 4-6 <sup>th</sup> DGS	Diné Culture and Language Curriculum Framework. Unit 11 NL/G pg.55 <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44 Navajo *Atlas, (1982) NNC, / 201-206. Navajo Nation Chapters. <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3
	Time, People, Place	The land and Early People The Common Good	Explain the system of government use by the Diné. Identify ways that citizens serve the common good.	Unit Test	Harcourt Social Studies. pg. 68-69	Citizenship and the Common Good. Chapter 2	Navajo Nation Chapters <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3
Time	Unit	Content	Skills	Assessment	Unit and Lesson Plans			Standards
Qtr. 2	Family Leaders	Cultural knowledge Immediate family Home government	Interpret the kinship and relationship Compare/contrast family units Organize a family clan chart	Teacher Made Test	Diné Culture-Based Curriculum. pg. 189, 351, 359, 385 4-6 <sup>th</sup> DGS	Diné Culture and Language Curriculum Framework .Unit 11 NL/G pg.55 <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44 Navajo Atlas, (1982) NNC, / 201-206. NN Chapters <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3
	Early People	Matriarchal	Explain how early peoples	Unit 1 Test	Harcourt Social	Early Peoples pg.	Curriculum Guide	DCGC1PO2

### Fifth Grade Diné History Content Map

	leaders Patriarchal leaders	in the Americas lived, hunted, and farmed.  Understand how changes in the environment affected early peoples' lives.		<u>Studies</u> . pg. 50-59	50-59	for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206.  Navajo Nation Chapters  <a href="http://www.lapahie.com">http://www.lapahie.com</a>	FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3
<b>Time</b>	<b>Unit</b>	<b>Skills</b>	<b>Assessment</b>	<b>Unit and Lesson Plans</b>			<b>Standards</b>
Qtr. 3	Neighbors of the Diné	Construct a timeline of when Diné came into contact with the Zuni pueblo.  Categorize which tribes were farmers and which were hunters.	Teacher Made Test	<b>Core</b>  <u>Diné Culture- Based Curriculum</u> . pg. 189, 351, 359, 385  4-6 <sup>th</sup> DCS	<b>Supplement</b>  <u>Diné Culture and Language Curriculum Framework</u> . Unit 11  NL/G p.55  <u>Situational Navajo</u> .	<b>Intervention</b>  <u>Curriculum Guide for Diné History and Government</u> . pg. 44  Atlas, (1982)  NNC, / 201-206.  Navajo Nation Chapters	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3
	Cultural Regions	Read and interpret information on maps.  Analyze the relationship between geography and culture.	Unit 1 Test	<b>Harcourt Social Studies</b> . pg. 60-67	<b>Diné Culture and Language Curriculum Framework. Unit 11  NL/G p.55  <u>Situational Navajo</u>.</b>	<b>Curriculum Guide for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206.  Navajo Nation Chapters  <a href="http://www.lapahie.com">http://www.lapahie.com</a></b>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3

### Fifth Grade Diné History Content Map

Time	Unit	Content	Skills	Assessment	Unit and Lesson Plans			Standards	
					Core	Supplement	Intervention		
Qtr. 4	Living and learning as a Diné.	Teachings of Diné Culture and History.	<p>Demonstrate an understanding of how Diné culture and Diné history correlates.</p> <p>Differentiate the lifestyles of the past and the present.</p> <p>Formulate an idea of how time has changed the way people lived before and after the “Long Walk”.</p>	Teacher Made Test	Diné Culture-Based Curriculum. pg. 189, 351,359, 385	Diné Culture and Language Curriculum Framework. Unit 11	Curriculum Guide for Diné History and Government. pg. 44	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3	
					4-6 <sup>th</sup> DGS	NL/G pg.55	Navajo Atlas, (1982)		NNC, / 201-206
	The Plains	Life on the Plains.	<p>Describe how the Plains People adapted to their environment.</p> <p>Compare and contrast the ways of life of the different Plains group.</p>	Unit Test	Harcourt Social Studies. pg. 70-75	Diné Culture and Language Curriculum Framework. Unit 11	Curriculum Guide for Diné History and Government. pg. 44	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A5.1 AZS1S5PO1-2 UTS4BMO1,2,3	
						NL/G pg.55	Navajo Atlas, (1982)		NNC, / 201-206

### Sixth Grade History Content Map

Time	Unit	Content	Skills	Assessment	Unit & Lesson Plans			Standards
					Core	Supplement	Intervention	
Qtr. 1	History of My Community	Explain how the Diné historical timeline connects us to our communities.	Compare the timeline of the Diné with the coming of the Spaniards. Investigate why the Diné were more adaptable to their environment than the Spaniards were.	Teacher Made Test	Diné Culture-Based Curriculum. pg.189, 351,359, 385  4-6 <sup>th</sup> DGS	Diné Culture and Language Curriculum Framework. Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206  Navajo Nation Chapters  <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3,4 UTS3BMO1-2
	Children in History	Explain how the Pueblos and the Navajos assisted one another in everyday life.	In Native American traditional culture, why do you think it might be important for children to respect their elders?	Unit Test	Harcourt Social Studies. pg. 78-79	Diné Culture and Language Curriculum Framework. Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206  Navajo Nation Chapters  <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3,4 UTS3BMO1-2
	The importance of story-telling	Explain the importance of traditional Diné stories in the lives of the people in communities.	Tell why oral narratives are important to us.  Compare one of the Diné stories with an English one.	Teacher Made Test	Diné Culture-Based Curriculum. pg. 189, 351, 359, 385  4-6 <sup>th</sup> DGS	Diné Culture and Language Curriculum Framework. Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3,4 UTS3BMO1-2



### Sixth Grade History Content Map

		area's resources to meet their needs.			NL/G. pg. 55 <u>Situational Navajo.</u>	Navajo Atlas, (1982) NNC, / 201-206 Navajo Nation Chapters <a href="http://www.lapahie.com">http://www.lapahie.com</a>	NMHSB1-B6.1 AZS1C1PO1,2,3, 4 UTS3BMO1-2
	Community Fellowship	Establishing kinship with my peers.  I will practice greeting people in my native language. Create a family tree. Support the well-being of my immediate family, neighbors, and my community.	Teacher Made Test	<u>Diné Culture-Based Curriculum.</u> pg. 189, 351, 359, 385  4-6 <sup>th</sup> DGS	<u>Diné Culture and Language Curriculum Framework.</u> Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for <u>Diné History and Government.</u> pg. 44  Navajo Atlas, (1982) NNC, / 201-206  Navajo Nation Chapters <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3, 4 UTS3BMO1-2
	Resources and Trade	Why would trade lead to the development of a language. i.e. for greeting and for barter.	Unit Test	<u>Harcourt Social Studies.</u> pg. 84-85	<u>Diné Culture and Language Curriculum Framework.</u> Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for <u>Diné History and Government.</u> pg. 44  Navajo Atlas, (1982) NNC, / 201-206  Navajo Nation Chapters <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3, 4 UTS3BMO1-2
<b>Time</b>	<b>Unit</b>	<b>Skills</b>	<b>Assessment</b>	<b>Core</b>	<b>Units and Lesson Plans</b>	<b>Intervention</b>	<b>Standards</b>



### Sixth Grade History Content Map

Qtr. 3	Hardship and Captivity	Explain how hardship and captivity affected and strengthen the resolve of the Navajo people.	Debate how you would have changed the outcome of Hwéídi.  Tell why the Navajo “Long Walk” took place.  Justify why a large number of Diné did not participate in the “Long Walk”.	Teacher Made Test	Diné Culture-Based Curriculum. pg.189, 351, 359, 385  4-6 <sup>th</sup> DGS	Diné Culture and Language Curriculum Framework. *Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206  Navajo Nation Chapters  <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3,4 UTS3BMO1-2
	Cultures Meet	Americans and Europeans Contact	Understand how some Native American groups lived before the arrival of the Europeans.  Identify the main ideas of expository texts and identify details that support those main ideas.	Unit Test	Harcourt Social Studies. pg. 102-103	Diné Culture and Language Curriculum Framework. Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206  Navajo Nation Chapters  <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3,4 UTS3BMO1-2
	To Protect and Save.	Explain how the Diné language played a pivotal role in contributing to our safety and protection.	Find out how the Diné language was used during a time of world conflict.  Give some examples of what an English code would sound like in Navajo.  Write an English code into Navajo.	Teacher Made Test	Diné Culture-Based Curriculum. pg. 189, 351, 359, 385  4-6 <sup>th</sup> DGS	Diné Culture and Language Curriculum Framework. Unit 11  NL/G. pg. 55  <u>Situational Navajo.</u>	Curriculum Guide for Diné History and Government. pg. 44  Navajo Atlas, (1982)  NNC, / 201-206  Navajo Nation Chapters  <a href="http://www.lapahie.com">http://www.lapahie.com</a>	DCGC1PO2 FL/ SG5-R3 S6C-R2, PO3 S1C-R1-PO6 NMHSB1-A6.1 NMHSB1-B6.1 AZS1C1PO1,2,3,4 UTS3BMO1-2



### Sixth Grade History Content Map

					<p>NL/G. pg. 55</p> <p><u>Situational Navajo.</u></p>	<p>Navajo Atlas, (1982)</p> <p>NNC, / 201-206</p> <p>Navajo Nation Chapters</p> <p><a href="http://www.lapahie.com">http://www.lapahie.com</a></p>	<p>AZSIC1PO1,2,3,4</p> <p>UTS3BMO1-2</p>
Major Impacts of Events	Retelling major Diné historical events	<p>Determine which of the major events in Diné history most devastated the welfare of the Navajo people.</p> <p>Choose an event where you think the outcome was justified.</p> <p>Arrange the event outcomes from least damaging to worst case devastation.</p> <p>Collect information of why this particular event you have chosen occurred.</p>	<p>Teacher Made Test</p>	<p><u>Diné Culture-Based Curriculum.</u> pg. 189, 351, 359, 385</p> <p>4-6<sup>th</sup> DGS</p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p><u>Situational Navajo.</u></p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>Navajo Atlas, (1982)</p> <p>NNC, / 201-206</p> <p>Navajo Nation Chapters</p> <p><a href="http://www.lapahie.com">http://www.lapahie.com</a></p>	<p>DCGC1PO2</p> <p>FL/ SG5-R3</p> <p>S6C-R2, PO3</p> <p>S1C-R1-PO6</p> <p>NMHSB1-A6.1</p> <p>NMHSB1-B6.1</p> <p>AZSIC1PO1,2,3,4</p> <p>UTS3BMO1-2</p>
Summary	Cooperation and conflict	<p>Cultural differences and competition for land led to conflicts among different groups of people in the Americas.</p>	<p>Unit Test</p>	<p><u>Harcourt Social Studies.</u> pg. 182-183</p>	<p><u>Diné Culture and Language Curriculum Framework.</u> Unit 11</p> <p>NL/G. pg. 55</p> <p><u>Situational Navajo.</u></p>	<p><u>Curriculum Guide for Diné History and Government.</u> pg. 44</p> <p>Navajo Atlas, (1982)</p> <p>NNC, / 201-206</p> <p>Navajo Nation Chapters <a href="http://www.lapahie.com">http://www.lapahie.com</a></p>	<p>DCGC1PO2</p> <p>FL/ SG5-R3</p> <p>S6C-R2, PO3</p> <p>S1C-R1-PO6</p> <p>NMHSB1-A6.1</p> <p>NMHSB1-B6.1</p> <p>AZSIC1PO1,2,3,4</p> <p>UTS3BMO1-2</p>

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## Resources

