TCES Navajo Language and Culture Program
NAVÁJO LANGUAGE TEACHERS (NLT)

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Navajo Class Schedule
K - 5

- Rtech/Enrichment 8:15-8:55 AM
- First Grade 9:00-9:40 AM
- Kindergarten 9:40-10:20 AM
- Third Grade 10:45-11:25 AM
- Second Grade 12:50-1:30 PM
- Fifth Grade 1:30-2:10 PM
- Fourth Grade 2:10-2:50 PM
NAVAJO LANGUAGE CURRICULUM

Strengths for K-5
Monthly themes for the school year
Four quarter plans K-5, Arizona State Native Language Standards
DAP Assessment: CRT, TMT, OCL, PBA
Summary Sheets: Verbal lessons/Pre-Post assessments
Lesson Plans based on DEP (Dine Educational Philosophy)
  Nits1h1kees = thoughtfulness, brainstorm, awareness
  Nahat’l = prepare, organize, information, gathering
  Iin1 = implementation, application, experience
  Sihasin = evaluation, reflection, celebration
## Curriculum Four-Quarter Plan

### Teaching Standards Level: Kindergarten

(Some Standards are different from 2nd – 5th Grade)

<table>
<thead>
<tr>
<th>1st Quarter- August 10 – October 19, 2018</th>
<th>2nd Quarter- October 22 – December 21, 2018</th>
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<tbody>
<tr>
<td><strong>1NL-R4 (CRT)</strong></td>
<td><strong>2NL-R3 (V)</strong></td>
</tr>
<tr>
<td>Identify people and objects based on oral and written description. PO1- Identify family members and community members through oral descriptions. [father, mother, school principal, teacher, custodian]</td>
<td>Express likes and dislikes. PO1- Respond to Navajo question in Navajo: favorite food, clothes, season, etc. [I like apples, I don’t like corn]</td>
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<tr>
<td><strong>2NL-R1 (V)</strong></td>
<td><strong>4NL-R3 (CRT)</strong></td>
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<tr>
<td>Greet people, make small talk and close conversation. PO1- Demonstrate formal greetings and small talk when meeting school personnel. [hello/good morning, hand shake, my name is _____, what about you, good bye with a hand wave]</td>
<td>Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods. PO1- Identify and describe a Hogan, foods or traditional girl’s dress and traditional boy’s clothing.</td>
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<tr>
<td><strong>2NL-R2 (V)</strong></td>
<td><strong>5NL-R1 (CRT)</strong></td>
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<tr>
<td>Give and follow simple instruction, ask and answer questions. PO1- Give a simple command such as “please hand me a _____” and ask a simple question [Give me the pencil, Give me the glue]</td>
<td>Explore topics related to other subjects in the Navajo Language including weather terms, math facts, measurements, animals or geographical concepts. PO1 – List Navajo names for types of weather.</td>
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<tr>
<td><strong>7NL-R1(V)</strong></td>
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<tr>
<td>Participate in a school or community celebration. PO1- Participate in a school celebration.</td>
<td>(Up-dated – SY’18-19)</td>
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## Curriculum Four-Quarter Plan for Third and Fourth Quarter

<table>
<thead>
<tr>
<th>3rd Quarter- January 7 – March 8, 2019</th>
<th>4th Quarter- March 18 – May 22, 2019</th>
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<tbody>
<tr>
<td><strong>3NL-R3 (CRT)</strong> Present description of familiar people, places and thing to a group. PO1- Orally present a short story or song (i.e., pets, the four Sacred Mountains, etc.) to the class.</td>
<td><strong>1NL-R6 (V)</strong> Comprehend the main ideas and identify the principal characters of a short stories or children’s literatures. PO1- Identify main characters, idea and retell the story in sequence [P1bii d00 M0s7-illustrate 2 main characters]</td>
</tr>
<tr>
<td><strong>3NL-R4 (V)</strong> Read and recite short poems or stories with appropriate expressions. PO1- Act out their favorite Navajo story. (Can be done in a small group)</td>
<td><strong>6NL-R2 (V)</strong> Make basic comparisons between the celebration of the target and their own culture (e.g., Halloween and Dia de los Muertos; Bastille Day and Independence Day). PO1- Compare Navajo celebration with other culture. [Compare Baby’s 1st Laugh and Anglo Baby’s 1st Birthday]</td>
</tr>
<tr>
<td><strong>5NL-R2 (V)</strong> Read or listen to and talk about age-appropriate folk tales, short stories, poems, and song that are written for native speakers. PO1- Discuss Navajo folk tales. [Coyote Tosses the Stars]</td>
<td><strong>6NL-R3 (CRT)</strong> Recognize that cultures have artifacts, such as symbols, advertisement and songs that serve similar purposes. PO1- Describe by identifying an artifact. (something from history, such as viewed in the Culture Center-pottery, traditional basket, moccasin, etc.)</td>
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*Up-dated – SY’18-19*
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<tr>
<th>August - September - October</th>
<th>October - November - December</th>
<th>January - February - March</th>
<th>March – April – May -</th>
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<tbody>
<tr>
<td>1NL-R4 (CRT) Identify people, objects. 2NL-R1 (V) Greetings, make small talks. 2NL-R2 (V) Give and follow simple instructions. 7NL-R1 (V) Participate in celebrations 1NL-R1 (V) Respond to simple commands 4NL-R1 (OCL) Using appropriate gestures &amp; oral expressions for greetings, leave-takings, and courtesy phrases.</td>
<td>2NL-R3 Express likes &amp; Dislikes 4NL-R3 Identify &amp; describe objects within culture. 5NL-R1 (CRT) Explore topics related to other subjects in Navajo Language. 7NL-R1 (V) Participate in Celebrations 1NL-R6 (V) Comprehend main ideas and identity main characters in a story 2NL-R5 (CRT) Identify occupation in the Navajo language.</td>
<td>3NL-R3(CRT)Description of familiar people, places, and things to a group 3NL-R4(V)Read &amp; recite short poems, short stories with appropriate expressions. 5NL-R2(V) Read or listen and talk about age-appropriate folk-tale, short stories poems, and songs. 4NL-R2 (V) Participate in Cultural Activity 2NL-R2 (CRT) Give &amp; follow instruction 6NL-R3 (V) Recognize that cultures have artifacts.</td>
<td>1NL-R6(V) Comprehend main ideas &amp; identify the principal characters of short stories or children’s literatures. 6NL-R2(V/TMT) Comparison between the celebration of the target and their own culture. 6NL-R3(CRT) Recognize that cultures have artifacts, such as symbols, advertisement and songs that serve similar purpose. 4NL-R3 (CRT) Identify &amp; describe variety of objects from cultures 7NL-R3 (V) Understand &amp; listen to presentation occupation and careers.</td>
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<tr>
<td>Theme: Self, Clans</td>
<td>Theme: Harvest, Autumn Related</td>
<td>Theme: Environment-Winter</td>
<td>Theme: Universe – Spring Events</td>
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<td><strong>Enduring Understanding: Self Identity family, relatives, community member and their roles.</strong></td>
<td>Enduring Understanding: express likes and dislikes, parts of body, different types of Hogan, weather, seasons, etc.</td>
<td>Enduring Understanding: Observing the winter cultural practices and products help us analyze perspective to understand the Navajo winter stories, games and events.</td>
<td>Enduring Understanding: Interacting in the Spring related to environment helps us understand people of diverse Navajo world.</td>
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**Important Questions:**
- What is my role among my people?
- How important is knowing your clan?
- Why is good nutrition important?
- How can we ensure good dried peach nutrient?
- What are the Do’s and Don’ts of Winter stories?
- Why are the Winter stories important?
- What is unique about demonstrating items made?
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<tr>
<th>Vocabulary Topics:</th>
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<tbody>
<tr>
<td>August 10-24, 2018 Pre-test Classroom Management/Procedures Greetings Social interaction K’4/sh7/family</td>
<td>November 4 - 15, 2018 Pre-test Ch’iy11n Traditional Foods- Nitsidigo’7 - Kneel down bread [eeshib44zh – Steam corn</td>
<td>January 7 - 31, 2019 Pre-test Haigo Hane’ - Winter Stories Naay44’ Neezgh1n7 d00 T0b1j7shch77n Baa Hane’ – Twin Warrior story Ma’ii Jooldosh7 Baa Hane’ - Coyote Stories</td>
<td>March 18 - 29, 2019 Pre-test N 1t’11’ n1h1n4 - History Din4 BiW11shindoon (Navajo Gov.) Seal, Pledge of Alleg., Naat’Iani - Chapter Officials</td>
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<tr>
<td>Aug. 27-Sept. 28, 2018 T’11[1’7 Hooghand00 - Immediate Families Extended family, Hak’47, relatives D0one’4 - Clan origin Yoo[gaii Asdz11 – White Shell Woman T’11[1’7 Hooghand00</td>
<td>Nov. 18 to 29, 2018 Neest’2’ Ch’y11n hasht’edaalne’ - Preparing harvest foods Ta’nees’k’1n7 – Canalope Ch’44hjii1n – Watermelon Naay7z7 – Squash Tsin bineest’2’ – Fruits Dzid4tsoh bishg2’ – Dried Peaches Neeshch’77’ – Pinon $4’ Bee Hada’d4t’4h7gii – Clothes</td>
<td>Feb 4, to 22, 2019 Sillo[ts007 – Veteran Sillo[ts007 Din4 Bizaad Yee N7daaz baa’7g77 - Navajo Talkers Dah Naat’a’7 B44ho’d7lz7n- Pledge of Allegiance Din4 b44’7’diidl77d – Navajo Seal</td>
<td>April 1 to 26, 2019 Comparison – different Cultures Ch’iy33n – food AM! BINA’NITIN - Aw44ts11l- Cradleboard Aw44’Ch’deedloh- Baby’s 1st Laugh Ts’aa’ - Navajo Basket Ch’osh a’22 1t’4ii Arts and Craft – weaving basket/rug, moccasin, pottery, etc.</td>
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<td>Sept 24th - 28th Native Week- Consultants</td>
<td>December 4 - 13, 2018 Traditional Clothing – $4’ - Clothing Tsii[t‘60’ - Hair Tie Tsiiy44’ - Hair bun Doot’1izhii Bee ha’d4t’4ii – Jewelry K4[ch7/K4 nitsaa7 – Moccasin</td>
<td>February 4 - March 8th, 2019 Haigo Hane’ - Winter Stories S’ - Baa Hane’ - Astronomy Hataa’ Baazhn7’11zh - Hero Twin Stories Naay44’ Neezgh1n7 d00 T0b1j7shch77n Baa Hane’ Games: Shoe Game, String Game, Stick Game, etc.</td>
<td>April 29 - May 24, 2019 Naaldlooshii/domestic Animals Live stocks Shearing/ dye plants/ wool Arts and Crafts - weaving basket/rug, moccasin, pottery, bead work, etc</td>
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<tr>
<td>October 1 - 27, 2018 Handling verbs: Shaan7____aah, -kaah, -t88h, -l4, -l1h, ts00s…etc. Could be food, objects</td>
<td>Post-Test</td>
<td>Post - Test</td>
<td>Post-test</td>
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<tr>
<td>Skills: Greetings</td>
<td>Skills: Express like and dislikes</td>
<td>Skills: Self Identity</td>
<td>Skills: Compare &amp; Contrast</td>
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<tr>
<td>Thankfulness</td>
<td>Describe</td>
<td>Express likes and Dislikes</td>
<td>Navajo Government</td>
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<tr>
<td>Give commands</td>
<td>Culture Exploration</td>
<td>Read and recite story/poem</td>
<td>History of Navajo</td>
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<tr>
<td>Respond to commands in Navajo</td>
<td>Ask information/questions</td>
<td>Ask information/questions</td>
<td>Recite Pledge of Allegiance</td>
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<tr>
<td>Follow commands</td>
<td>Review</td>
<td>Review</td>
<td>Sacred mountains</td>
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<td>Self-introduction</td>
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<td>Communicate in small talk</td>
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THES ELEMENTARY SCHOOL K-5TH GRADE
Specialist SMART GOALS
P.E, Technology, Music, Navajo Language, *and Special Ed.*
Support Staff

- P.E., Technology, Music, Navajo Language * Special Education, * support staff, will support classroom instructions in the areas of Mathematics, Reading, and Writing by incorporating activities into their specialty areas as measured through pictures, writing pieces, and data collected.

- **Strategies:**
  - Incorporate Math, Reading, and Writing throughout lessons.
  - Provide Reading, Writing, and Math practice through games, songs, and activities.
  - Contact classroom teachers for areas students are struggling in, to provide additional support.

- **Results Indicators:** Specialist will provide Reading, Writing, and Math opportunities to 1st - 5th grade students. These samples can be collected or displayed or stores in online or offline in portfolios.
SAMPLES OF K-5 GRADES PRE-POST TESTING

Navajo Language - Third Grade
Pre-Posttest - SY' 2017-18
74 Students
Din4 Educational Philosophy Framework (DEP)

Nits1h1kees (Thinking)
Think about a problem and decide what you will do to solve the proposed problem/issue. Make a list.
- Brainstorm
- Awareness

Sihasin (Stability)
How did this make you feel solving this problem/issue? List.
- (Reflect upon and critique work)
- (Evaluate and improve)
- (Assess level of satisfaction/competency)

Nahat’1 (Planning)
List all the resources to help solve this problem/issue. List
- (Identify resources/sources of thoughts & understanding)
- (Information/data gathering)

In1 (Implementation)
What did you do to solve this problem/issue? (List the steps)
- (Applying ideas, understanding & information)
- (Quality performance and self-direction)
- (Products/Results/Solutions)
- (Accomplishing goals/ objectives/established)
Second Grade Language Assessment

1st Quarter:
NITS! H! KEES: [Thoughtfulness Plan, Brainstorm, Awareness]
2NL-R1: Greet people, make small talk and close conversation.
   PO 1- Demonstrate formal greetings and small talk when meeting school personnel.
   (Content Number and Concept)

NAHAT’!: [Prepare, Organize, Information Gathering]
Materials needed: (Name the text, publisher, page number and/or other listing of materials)
Observation Checklist as Assessment, Clan Sheet/Chart/Poster, paper/drawing paper, pencil, color pencil,
Black Sheep Clan Big Book: ‘My Family’ / ‘K’ 4’ d00 Nidashch’22”%? – Relationship & Colors/ ‘Nil9 – You Are/ Family
Relationship Poster/ Clan/Kinship Wheels/ Charts/ Song: Haka’47Biyin-San Juan Media Center; Title 1X Indian
Education -Navajo Studies Curriculum-Clans, CUSD; Lesson Unit#2: Sh1 B’ik’ehgo Dinl Bizaad B0hoo’ah
www.navajoland.com – Clans/Kinship; www.youtube.com – Clans/kinship

IIN!: [Implementation, Application, Experience]
Instructional Activities:
1. Teacher will do self-introduction of clans, place from, etc. using the clan chart/poster.
2. Teacher will read different stories on Clans.
3. Students will illustrate their clans related to animals, minerals, vegetation, and/or water.
4. Students will fill in the blanks of self-introduction sheets.
5. Key Words: yl’1‘t’44h, sh7, shi, 4’s yinishy4, nish[8 b1sh3’hch7b, dashicheii, dashin1l7 h1g0onee’,
   _d444, naash1, shin1lhai, w0shd66, ab4hoe’, shk’ad, d7j9 ad33d33’, yishk32go, etc.
4. Students will practice reading their sample/introduction sheets before taking the assessment.

Students will follow these steps in taking the assessment.
1. Students will be assessed individually/partner/small group of three (3).
2. Students will demonstrate a formal greeting by introducing themselves to a peer, a teacher or school
   personnel/parent using the attached format.

SIHASIN: [Evaluation, Reflection, Celebration]
OCL as formal assessment
Type of assessment tool (TMT, CRT, OCL, PBA, etc.)
Cut Score: 4/5 (80%) – Must be recorded

Reteach/Complete Assessment
If a student does not reach the cut score, she/he may work with a peer, a teacher, an aide or a parent to review
the concepts not understood using supplementary materials. When understanding is reached, have students
correct the missed items on the original assessment.

The assessment may not leave the school.
1/1 is marked on student record sheet if the student achieves the cut score.
0/1 is marked on student record sheet if the student does not achieve the cut score.
The **Navajo Language and Culture Enrichment Program** is unique in that it focuses on developing students holistically using a foundation of learning called the Din4 Educational Philosophy (DEP) and the *Empowering Values of the Din4*. This empowers students to establish a stable foundation which enables them to function effectively in any society. Through the DEP paradigm students learn to become aware of:

- **Nits1h1kees** - the process of thinking, to possess and express the critical thinking processes.
- **Nahat’1** - to identify resources and sources of thoughts and understanding, to express ideas, thoughts, analyze the understanding.
- **Iin1** - which is to apply ideas, understanding and information through quality performance and self direction, to accomplish goals and objectives through products, results and solutions. And
- **Sihasin** - to reflect upon self and work, evaluate and assess level of satisfaction and competency, and to evaluate and improve performance to help establish a stable and firm foundation.
Na’7d7[kid daats’7?  (Any questions?)
MAY THE HOLY PEOPLE GUIDE YOU EVERYDAY

May you walk in beauty ... before you, ... behind you, ... beneath you, ... above you ... and all around you ......

H0zh= N1h1sd199’ (There is Blessing!)

Ah4hee’d00 H1g0onee’