

**Dream Diné 2016-2017 Curriculum Map - 1st Grade**

Unit & Timeline & Linked Resources from 2015-2016	Big Ideas, Essential Questions, and Key Outcomes			
	<p><b>Diné Language and Culture (K-3)</b></p> <p>* Specific learning is differentiated grade-level teachers for grade-level appropriate EQs and outcomes.</p>	<p><b>Science and Social Studies (K-3)</b></p> <p>* Specific learning is differentiated grade-level teachers for grade-level appropriate EQs and outcomes.</p>	<p><b>1st Grade Literacy - CCSS (Wonders)</b></p> <p>All outcomes aligned to <a href="#">1st Grade CCSS for ELA</a> and <a href="#">Wonders Curriculum Map</a></p>	<p><b>1st Grade Numeracy - CCSS (Eureka)</b></p> <p>All outcomes aligned to <a href="#">1st Grade CCSS for Math</a> and <a href="#">Eureka Curriculum Map</a></p>
<p><b>Unit 1 - Ké Values</b> <b>August 15 - September 30</b></p>	<p>Big Ideas: Ké Values</p> <p>EQ: What do the Ké Values mean for my school and my classroom?</p> <p>Key Outcomes: As a result of the ___ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Use key Diné vocabulary associated with the _____ Story content.</li> <li>★ Identify and describe key aspects of the clan system and relationships among Diné people.</li> <li>★ Introduce oneself in Diné.</li> <li>★ Answer the Essential Question.</li> </ul>	<p>Big Ideas: Observing my Surroundings and Community</p> <p>EQ:</p> <p>Key Content: As a result of the ___ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Mr. Joe's Murals and History</li> <li>★ Composting and recycling</li> <li>★ Waterflow at various times in the year</li> <li>★ Experiential journals (all units)</li> <li>★ Science journals (all units)</li> <li>★ The History of Shiprock: My place in history</li> </ul>	<p>Unit 1 Big Ideas: Getting to Know Us - What</p> <p>EQ: What makes you special?</p>	<p>Module 1 Big Ideas: Sums and Differences to 10 (45 days)</p> <p>EQ: How do I find sums and differences within 10?</p>
<p><b>Unit 2 - Harvest Unit</b> <b>September</b></p>	<p>Big Ideas: Harvest</p> <p>EQ: What does my family do during Harvest?</p>	<p>Big Ideas: Harvest Plants</p> <p>EQ: When do we know we are ready for Harvest? How do we know? How often do</p>	<p>Unit 2 Big Ideas: Our Community</p> <p>EQ: What makes a community?</p>	<p>Module 2 Big Ideas: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)</p>



<p><b>30 - November 30</b></p>	<p>Key Outcomes: As a result of the ___ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Use key Diné vocabulary associated with the Harvest stories' content.</li> <li>★ Identify and describe key aspects of harvest, including scientific knowledge and traditional methods of harvesting the land and preparing for winter.</li> <li>★ Answer the Essential Question.</li> </ul>	<p>we check?</p> <p>Key Outcomes: As a result of the ___ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Food sovereignty</li> <li>★ Different food groups and nutrition</li> <li>★ Push, pull or pick?</li> </ul>		<p>EQ: How do I add and subtract within 20?</p>
<p><b>Unit 3 - Shoe Game Unit</b> <b>December 1 - January 30</b></p>	<p>Big Ideas: The Shoe Game and Being Diné</p> <p>EQ: <i>Why do we play the shoe game? What does the shoe game teach us about being Diné?</i></p> <p>Key Outcomes: As a result of the Shoe Game Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Using the key vocabulary from the Shoe Game stories and game.</li> <li>★ Playing the Shoe Game.</li> <li>★ Identifying and describing the key characters and events in the Shoe Game story</li> </ul>	<p>Big Ideas: Habitats of Animals around Shiprock</p> <p>EQ: What can we observe about the habitats of animals around Shiprock?</p> <p>Key Outcomes: As a result of the ___ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Classifying animals</li> <li>★ Habitats</li> <li>★ Food</li> <li>★ Nocturnal</li> <li>★ Hibernate</li> </ul>	<p>Unit 3 Big Ideas: Changes Over Time</p> <p>EQ: What can happen over time?</p>	<p>Module 3 Big Ideas: Ordering and Comparing Length and Measurement as Numbers (15 days)</p> <p>EQ: How do I order and compare length and measurement as numbers?</p>
<p><b>Unit 4 - Astronomy Unit</b> <b>January 30 - February 28</b></p>	<p>Big Ideas: Na'att'o' (String Game); Astronomy</p> <p>EQ: <i>What do Diné people believe about the astronomy? What do Diné people do in the winter?</i></p> <p>Key Outcomes: As a result of the</p>	<p>Big Ideas: Star Gazing</p> <p>EQ: What can we observe about the stars?</p> <p>Key Outcomes: As a result of the ___ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Major constellations</li> <li>★ Moon journal</li> </ul>	<p>Unit 4 Big Ideas: Animals Everywhere</p> <p>EQ: What animals do you know about? What are they like?</p>	<p>Module 4 Big Ideas: Place Value, Comparison, Addition and Subtraction to 40 (35 days)</p> <p>EQ: How do I compare, add and subtract to 40?</p>

	<p>Astronomy Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Use key Diné vocabulary associated with the String Game and Astronomy content.</li> <li>★ Identify and describe key parts of the solar system, including important stars.</li> <li>★ Play the String Game.</li> <li>★ Answer the Essential Question.</li> </ul>	<ul style="list-style-type: none"> <li>★ Planetarium</li> </ul>		
<p><b>Unit 5 - <a href="#">Preparing the Land Unit</a></b>  <b>February 28 - April 30</b></p>	<p>Big Ideas: Preparing the Land</p> <p>EQ: <i>What does farming mean to Diné people in the River Valley? What does the Daango story tell us about waking up the land? Who wakes up the land? When do we wake up the land? What natural plants does Nahasdzáan provide for our community?</i></p> <p>Key Outcomes: As a result of the ____ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Use key Diné vocabulary associated with the Daango Story and Tl'ohchin Story content.</li> <li>★ Identify and describe key aspects of preparing the land, including scientific knowledge and traditional methods of preparing the land.</li> <li>★ Answer the Essential Question.</li> </ul>	<p>Big Ideas: Weather</p> <p>EQ: <i>What can you observe about the weather in late winter and early spring? What does the weather tell us about preparing the land?</i></p> <p>Key Outcomes: As a result of the ____ Unit, students will be able to:</p> <ul style="list-style-type: none"> <li>★ Weather</li> <li>★ Clouds</li> <li>★ Water cycle</li> <li>★ History of Shiprock in terms of farming</li> </ul>	<p>Unit 5 Big Ideas: Figure it Out</p> <p>EQ: <i>How can we make sense of the world around us?</i></p>	<p>Module 5 Big Ideas: Identifying, Composing and Partitioning Shapes (15 days)</p> <p>EQ: <i>How do I identify, compose and partition shapes?</i></p>
<p><b>Unit 6 - <a href="#">Planting Unit</a></b>  <b>April 30 - June 28</b></p>	<p>Big Ideas: Planting</p> <p>EQ: <i>Why do we plant? How do we show baa'h'y?</i></p> <p>Key Outcomes: As a result of the ____</p>	<p>Big Ideas: Planting</p> <p>EQ: <i>What can I observe about plants, how they grow, and what they need to be healthy?</i></p>	<p>Unit 6 Big Ideas: Together We Can</p> <p>EQ: <i>How does teamwork help us?</i></p>	<p>Module 6 Big Ideas: Place Value, Comparison, Addition and Subtraction to 100 (35 days)</p> <p>EQ: <i>How do I use place value to compare, add and subtract to 100?</i></p>

	<p>Unit, students will be able to:</p> <ul style="list-style-type: none"><li>★ Use key Diné vocabulary associated with the Planting and Transplanting stories' content.</li><li>★ Identify and describe key aspects of planting, including scientific knowledge and traditional methods of summer planting.</li><li>★ Answer the Essential Question.</li></ul>	<p>Key Outcomes: As a result of the ___ Unit, students will be able to:</p> <ul style="list-style-type: none"><li>★ Planting</li><li>★ Transplanting</li><li>★ Seeds</li><li>★ Germination</li><li>★ Composting</li><li>★ Flower plants</li><li>★ History of Shiprock as a farming town</li></ul>			
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