

**GANADO HIGH SCHOOL  
NAVAJO LANGUAGE I  
PACING GUIDE  
SCHOOL YEAR 2021-2022**

**Teacher: Phyllis Tachine**

| <b>TIME LINE</b>                         | <b>TOPIC/Resources</b>  | <b>AZ Standards</b>  | <b>Essential Questions</b>  | <b>Learning Goals</b>   | <b>Vocabulary</b>  |
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| Week 1<br><br>1 <sup>st</sup><br>Quarter | Chapter 1:<br>Historical overview of Navajo Writing: p. 2<br>Navajo Alphabet: p. 3<br>Vowels for Navajo: p. 3<br>Short & long Vowels: p. 3<br>High tones & nasal Vowels: p. 4<br>Diphthongs: p. 5 | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How can you distinguish the long and short vowels?<br><br>How has the diacritical marks changed the meaning?  | <b>Cognitive Goal:</b> Use the Navajo Sound System to learn the following:<br>Distinguish between individual sounds.<br><b>Comprehension:</b> I will be able to distinguish through writing the individual sounds each consonant (c), vowel (v), digraph and syllable made with the sound system. | Shimá      dził<br>Kin        Tʼʼizi<br>Łid        bá<br>Tó<br>Mósí<br>Chidi<br>Kʼos<br>Ná<br>Kéyah  |
| Week 2                                   | Chapter 1:<br>Consonants for Navajo: p. 6<br>Digraphs: p. 6<br>Glottalized consonants: p. 6<br>Syllables: p. 6  | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How many words have more than one syllable?<br><br>How many Glottalized consonants are there?   | <b>Psychomotor Goal:</b> The student will listen, read, write, and speak simple Navajo words.<br><b>Analysis:</b> The student will be able to demonstrate ability to decipher the difference between the sounds of minimal pairs through listening.   | ʼakʼah      koʼ<br>łeʼ        kʼaaʼ<br>dziil       kóó<br>łeezh      níléí<br>deesdoi    naakai<br>siláo       beeldléí<br>hastóí      séí     |
| Week 3                                   | Chapter 1: The Navajo sound system<br>Consonant-Vowel syllables: p. 6-11  | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | Why do you have to learn the Navajo Sound System?<br><br>How many consonant letters are there in digraphs that are placed together which represent one sound? | <b>Cognitive Goal:</b> Apply the Navajo Sound System to build reading skills.<br><b>Comprehension:</b> The students will be able to distinguish between the long and short vowel sounds.<br><b>Application:</b> The student will be able to demonstrate their knowledge of syllabic breaks.       | Hai        taosʼniiʼ<br>Bááh      díbé<br>Gah        yéego<br>Hastiin    zábaąąh<br>Jooł        ʼawééʼ<br>Ké        náshdóí<br>Lájish<br>Maʼii |

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| Week 4 | Chapter 1: The Navajo sound | Standard 1:<br>Communication: | How do you distinguish<br>between the long and | <b>Comprehension:</b> The students will be | Short/long vowels<br>Ła'      chaa' |
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|        | system<br>• Digraphs: p. 11-13  | Students understand and interpret written and spoken communication on a variety of topics in the target language.                                  | short vowel sounds?<br><br>How do you demonstrate the knowledge of syllabic break?                               | able to distinguish between the long and short vowel sounds.<br><b>Application:</b> The student will be able to demonstrate their knowledge of syllabic breaks.   | Łe' chiih<br>Łid ch'il<br>Łíí' ch'ah<br>Łóó' ach'íí'<br>Łeh dich'íí'<br>Nich'aad ch'al   |
| Week 5 | Chapter 1: Practice<br>•Building Reading skills: p. 14<br>•Practicing the Navajo sound system: p. 14<br>• Building Speaking Skills: Useful Phrases: p. 15 | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How do you apply the Navajo sound system in building reading skills?   | <b>Cognitive Goal:</b> Apply the Navajo Sound System to build reading skills.<br><b>Comprehension:</b> The students will be able to distinguish between the long and short vowel sounds.<br><b>Application:</b> The student will be able to demonstrate their knowledge of syllabic breaks. | Łeezh naaldlooshii<br>'abini biba'<br>'aktso łeeshch'iih<br>laanaa diyin<br>ch'il 'aláahgo<br>dilní chahalheet<br>hólo 'oolkił<br>'áni 'aheelt'é |
| Week 6 | Chapter 2: Applying the Navajo Sound System<br>• Differences in Pronunciation: p. 17-18   | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How do you demonstrate ability to decipher the difference between the sounds of minimal pairs through listening? | <b>Analysis:</b> Demonstrate ability to decipher the difference between the sounds of minimal pairs through listening.<br><b>Analysis:</b> Demonstrate ability to decipher the difference between the sounds of minimal pairs through speech.   | tsin ts'in<br>'azée' azee'<br>yáa yaa'<br>łe' łeh<br>sidá sédá<br>jî jî'<br>'akôô ak'óó'<br>dibah dibáá'   |
| Week 7 | Chapter 2: Applying the Navajo Sound System<br>Building Reading Skills p.19-21  | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How do you evaluate the accuracy of your classmates read words?  | <b>Analysis:</b> Demonstrate ability to decipher the difference between the sounds of minimal pairs through speech.<br><b>Synthesis:</b> The student will be able to evaluate the accuracy with which their classmates read words.  | bitsii' bit'a<br>naa kee'<br>ts'aa' bikiin<br>nihináá' dibah<br>tooh bíka<br>hakaáz'<br>kôô  |
| Week 8 | Chapter 2: Applying the Navajo Sound System<br>Building Reading Skills p.22-24  | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | Who can name various nouns and pronouns?   | <b>Psychomotor Goal:</b> The student will read simple Navajo words, verbs, and sentences.<br><b>Knowledge:</b> Students will name various nouns, and pronouns.  | Dibe hola<br>Chidi naaltsoos<br>Tseso diida<br>Bikaa shinaai<br>Ch'iiyaan sikaz<br>Kwe'e t'oo<br>'ashdla neeznaa                                 |

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| Week 9 | <p>Chapter 2: Applying the Navajo Sound System</p> <ul style="list-style-type: none"> <li>• Helpful Phrases</li> <li>• Reading &amp; Writing Exercises</li> <li>• Teacher made test</li> </ul> | <p>Standard 1:<br/>Communication:<br/>Students understand and interpret written and spoken communication on a variety of topics in the target language.</p> | <p>How do you label grammatical components of a simple Navajo sentence?</p> | <p><b>Comprehension:</b> Students respond to commands that apply to the vocabulary of the classroom.<br/><b>Comprehension:</b> Label the grammatical components of a simple Navajo sentence.</p> | <p>Kee' "dooda"<br/>Ts'aa dishni<br/>Bikini tsits'aa'<br/>Nihinaa' dik'a<br/>Dziil 'akwe'e<br/>Doolaa dah<br/>nidaah<br/>Ko' sidoh 'atiin<br/>Shi'ee ditlee' diwol</p> |
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| Week 1<br>Week 2<br><br>2 <sup>nd</sup><br>Quarter | Navajo Focus: My Immediate Family. Bił Kééhasht' ínígíí.<br>I. Sentences to Read/Vocabulary words<br>II. Building Writing Skills<br>III. Importance of Names in Strength.<br>Book-Pages 47-59 (WB) pg. 23-29 | Standard 2:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How many different sentences can you make by substituting a different person in place of the word nádí?                   | <b>Analysis:</b> Students will use context clues to choose a postposition to be used in a sentence.<br><b>Analysis:</b> Student will prepare a statement as to why a name of strength is important for a Navajo infant.<br><b>Synthesis:</b> The student will be able to conjugate a verb with which they are not familiar. | Shi shideezhi<br>Shima shisi'<br>Shizhe'e<br>Shadi<br>Shinaai<br>Shich'e'e<br>Shitsili<br>Shiyaazh<br>Shiye (more)               |
| Week 3   | Navajo Focus: My Extended Family members; K'4 Clan Relationship; Clan Affiliations (female to female; Male to male) on how two people claim one another as relatives.<br>Book-Pages 61-77 (WB) pg. 31-41     | Standard 1:<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | What are some of the questions you are planning for Navajo elders, to help you with your learning of Navajo language?     | <b>Psychomotor Goal:</b> The student will ask questions of Navajo elders to enhance their learning of the Navajo language.<br><b>Comprehension:</b> The student will create a Family Tree to reflect all the members of their extended family member.   | Shibizhi<br>Shizhe'e yazhi<br>Shinali 'azdzaniigii<br>Shinali hastiinigii<br>Shicheii<br>Shima sani<br>Shizeedi<br>Shilah (more) |
| Week 4   | Oral Presentation, with introduction to the class. Students will submit "Family Tree" for grading.   | Standard 1<br>Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language.  | How do you introduce yourself?<br><br>How much culture understanding is required to become competent in using a language? | <b>Presentation of Family Tree Knowledge:</b> The students will label each member of their immediate family with a relationship term.   | 'Adoone'e Nilinigii<br>nishli<br>Ba shishchiin<br>Dashicheii<br>Dashinali<br>Dee' naasha<br>Wolye<br>Di 'ei keehat'i             |

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| Week 5 | Navajo Focus: Around the Home<br>Hooghan Haz' aagi.<br>I. Verb-Based Nouns<br>II. Descriptive Nouns<br>Book-Pages 81-85 (WB) pg. 43-48   | Standard 1: Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How did you distinguish the composition that you have considered beautiful?  | <b>Synthesis:</b> The student will be able to write a composition about the items they consider beautiful.<br><b>Evaluation:</b> The students will be able to edit their classmates' writing.  | Beesh bii ko'i<br>Bikaa' dah asdahi<br>Bikaa adani<br>Leets'aa biih na'nili<br>Ch'iyaaan biih na'nili<br>Bii' atini<br>Bii hooz k'azi |
| Week 6 | Navajo Focus: Around the Home<br>Hooghan Haz' aagi.<br>III. Interrogatives<br>IV. Handling Verbs<br>Book Pages 86-93<br><b>Project</b> Students will collect items that fit into handling verb category. | Standard 1: Communication:<br>Students understand and interpret written and spoken communication on a variety of topics in the target language. | How  | <b>Synthesis:</b> The student will be able to write a composition about the items they consider beautiful.<br><b>Evaluation:</b> The students will be able to edit their classmates' writing.<br><b>Evaluation:</b> The students will be able to evaluate the accuracy with which their classmates read Navajo words, sentences, and compositions. | Ashhosh<br>Iilwosh<br>Baa nish'aah<br>'ei shaa ni'aah<br>Dah diniilghaazh<br>Naneeskaadi<br>Baah dootl'izhi<br>Beeso bizis<br>beesh   |
| Week 7 | Navajo Focus: 'Éé' Clothing,<br>I. Literal Meaning<br>II. Imperfective Mode<br>Ask students to restate the sentences to make it into a question.<br>Book-Pages 95-112 (WB) pg. 50-55                     | Standard 4: Culture<br>Explain how the target language and its culture add to the richness of our cultural diversity.                           | How did you differentiate between imperfective, perfective and future verbs? | <b>Analysis:</b> Students will differentiate between imperfective, perfective, and future verbs.<br><b>Synthesis:</b> Students will revise a composition written in the imperfective mode to place it in the future mode.  | Kelchi<br>Ke'jeehi<br>Ke'nineeezi<br>Tl'aaji'ee<br>Tl'aakal<br>Eetsoh<br>Ch'ah<br>Lajiish   |
| Week 8 | Navajo Focus: 'Éé' Clothing,<br>III. Future Mode<br>IV. Perfective Mode<br>Book-Pages 95-112 (WB) pg. 50-55  | Standard 4: Culture<br>Explain how the target language and its culture add to the richness of our cultural diversity.                           | How are you going to write your dialogue using the names of garments?        | <b>Analysis:</b> Students will relate the garments worn during the respective season.<br><b>Synthesis:</b> Students will write a dialogue using the names of garments.   | Hadiil'ee<br>Ke'nidoos'ozii<br>Ke'achogii<br>Ke'nitsaai<br>Dah nidishdo'ii & etc.   |
| Week 9 | Review the vocabulary words<br>Student composition writing using all vocabulary learned<br>Teacher made Test   | Standard 1: Communication<br>Comprehend the main ideas and significant details in both oral presentations and written text.                     | How do you distinguish the difference between nouns and pronouns?            | <b>Knowledge:</b> Students will name various nouns, and pronouns.  | All previous vocabulary   |

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| Week 1<br><br>3 <sup>rd</sup><br>Quarter | Chapter 10 Our Body and Care of It:<br>Saad Aniidíígíí: shits'íis: p. 116-119   | Standard 5: Connections:<br>Students acquire information from a variety of sources written in the target language about a topic being studied in other subjects.   | How do you compose compositions that reflect other students respect of themselves?   | <b>Analysis:</b> Explain how respecting themselves leads to the respect of others.<br><b>Synthesis:</b> Compose compositions that reflect the students' respect of themselves.  | Shis'íis<br>Shitsiits'iin<br>Shigaan<br>Shoozhnii<br>Shijaad<br>Shikee'                           |
| Week 2                                   | Chapter 10 Our Body and Care of It: page 115-121<br><ul style="list-style-type: none"> <li>• Building Speaking and Comprehension Skills</li> <li>• Building Reading Skills</li> </ul> | Standard 5: Connections:<br>Students acquire information from a variety of sources written in the target language about a topic being studied in other subjects.   | How would you compose composition that reflects student respect for other?<br>How can you restate sentences without changing a verb? | <b>Cognitive Goal:</b> Students will participate in all class activities to promote learning of subject matter.<br><b>Synthesis:</b> Compose composition that reflects students respect for other.  | Shinii<br>Shitaa'<br>Shinat'eezh<br>Shinadiz<br>Shinaa'<br>Shijaa'<br>Shichiih (more)             |
| Week 3                                   | Navajo Focus: Cooking and Eating<br>I. Names of Traditional Foods<br>II. Non-Traditional Foods<br>III. List of food serve in cafeteria.<br>Book-Pages 131-139 (WB) pg.65-74           | Standard 4: Culture<br>Identify, discuss and analyze products of the culture (e.g., social, economic and political institutions) and the relationships between these institutions and the perspectives of the culture. | What are some verbs that can be used for almost any food items?  | <b>Psychomotor Goal:</b> Students will read and comprehend simple Navajo words, verbs, and sentences.<br><b>Synthesis:</b> Students will translate English sentences into Navajo sentences.<br><b>Synthesis:</b> Students will compose a composition that includes the cooking verbs learned in this chapter. | Yisha<br>Yishdla<br>Yist'ees<br>Yishbeezh<br>Ahweeh<br>Deeh<br>To<br>To likani<br>Abe<br>Lees'aan |
| Week 4                                   | Navajo Focus: Cooking and Eating<br>I. List of food serve in cafeteria.   | Standard 4: Culture<br>Identify, discuss and analyze products of the culture (e.g., social, economic and political   | How do you distinguish the words yiidlá and yidlá?   | <b>Psychomotor Goal:</b> Students will read and comprehend simple Navajo words, verbs, and sentences.<br><b>Synthesis:</b> Students will translate  | Alkaad<br>Taa'nii<br>Toshchiin<br>'atoo'  |

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|        | Book-Pages 131-139 (WB)<br>pg.65-74   | institutions) and the relationships between these institutions and the perspectives of the culture.   |  | English sentences into Navajo sentences.<br><b>Synthesis:</b> Students will compose a composition that includes the cooking verbs learned in this chapter.   | Naayizi<br>Ta'neesk'ani<br>Waa'<br>Neeshch'ii'<br>Nimasii<br>Dibe bitsi' (more)  |
| Week 5 | Navajo Focus: 'Ólta'<br>I. Navajo Word<br>II. English Translation<br>Book-Pages 150-157 (WB)<br>pg.76-84  | Standard 5: Connections<br>Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas. | How do you match the future verbs with words that depict the future?<br><br>How did Congressional Acts have directly affected the formal education of Navajo elders? | <b>Comprehension:</b> Students will match the future verbs with words that depict the future.<br><b>Application:</b> Students will speak sentences using new names of subjects, verbs, and direct objects.<br><b>Analysis:</b> Students will identify how Congressional Acts have directly affected the formal education of Navajo elders. | 'olta'<br>Naaltsos bahooghan<br>'ashiike<br>Tselke'<br>'at'eeke<br>Ch'eeke'<br>Saanii<br>Hastoi<br>Ba'olta'i<br>Naaltsos iil'ini                 |
| Week 6 | Navajo Focus: 'Ólta'<br>III. Sample Sentence<br>Ask your students to construct a different sentence about each one of the people listed.<br>Book pages 158-162<br>(WB) pg.76-84 | Standard 5: Connections<br>Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas. | How is the word <i>baa</i> use as the postposition?  | <b>Comprehension:</b> Students will match the future verbs with words that depict the future.<br><b>Application:</b> Students will speak sentences using new names of subjects, verbs, and direct objects.   | 'alchini beenaagehi<br>Neilbaasiigii<br>'alchini yich'T'yalti'i<br>Ch'iiyaan iil'nii<br>Nahashoohi<br>'olta'alaaji'ya dah<br>sidahigii<br>(more) |
| Week 7 | Navajo Focus: Play<br>I. New Vocabulary<br>II. Nouns that Name Toys<br>Book Pages 164-171   | Standard 2: Communication<br>Students understand and interpret written and spoken communication on a variety of topics in the target language.          | How are Navajo names for games different in from English?  | <b>Synthesis:</b> Students will illustrate a strategy of a game.<br><b>Synthesis:</b> Relate in simple speech that makes a game interesting.   | Naashne<br>Jool<br>Maazoo<br>Tse'awozi<br>(more)   |
| Week 8 | (WB) pg. 86-93<br>Rewrite sentences and attach a word that depicts the future.  | Standard 2: Communication<br>Students understand and interpret written and spoken communication on a variety of topics in the target language.          |  | <b>Synthesis:</b> Summarize a personal experience of participating in a game.<br><b>Psychomotor Goal:</b> Produce a simple narrative that describes the experience of observing a game.  | Neeii'ne<br>Nidaohne<br>Nideii'ne<br>Naane<br>Nideeshneel (more)   |
| Week 9 | Student write a short story<br>Teacher made Test  |   |  | <b>Knowledge:</b> Extend upon prior knowledge.   | All previous vocabulary  |



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| Week 1<br>Week 2<br><br>4 <sup>th</sup><br>Quarter | Navajo Focus: Work and Work Place-<br>Na'anish dóó Na'anishgi<br><b>Re: Page 175</b> Have students conduct a grammatical analysis on these sentences.<br>Book-Pages 173-189<br>(WB) pg.76-84           | Standard 7:<br>Communities<br>Students use the target language within and beyond the school setting.   | How do you state compensation for work?<br><br>How do you contrast the traditional occupations with nontraditional occupations? | <b>Knowledge:</b> The students will be able to state compensation for work.<br><b>Synthesis:</b> Students will compose a short story using the new words learned in Chapter 14.<br><b>Evaluation:</b> Students will contrast the traditional occupations with nontraditional occupations. | Atsidi<br>Akalii<br>Akal bistlee'ii<br>Atl'ohi<br>Beesh baah dah si'ani<br>Dibe binanit'a'i<br>Hataalii<br>Naabaahii<br>Naat'aanii (more) |
| Week 3<br>Week 4                                   | Navajo Focus: Navajo Verbs: Future and Perfective Modes<br>Students will add more words or phrases the depict time in the future and time in the past. (Pg. 192)<br>Book-Pages 192-205(WB) pg. 107-118 | Standard 6:<br>Comparisons<br>Students develop insights into their own language and their own culture through the study of the target language | How do you differentiate selected verbs by person, number, and mode?  | <b>Analysis:</b> Students will differentiate selected verbs by person, number, and mode.<br><b>Analysis:</b> Students will identify the correct verb to discuss the activity in the pictures.<br><b>Synthesis:</b> Students will orally explain activity occurring in the pictures.       | Yiskaago<br>Naaki yiskaago<br>Naa dimoogo<br>Ninaadeezidgo<br>Hodiina'go<br>Konaahoot'ehi<br>T'aa hoolzhishee<br>'aniid (more)            |
| Week 5   | Navajo Focus: Number, Money, Purchasing, and Counting<br>I. Navajo Numbering system<br>Provide actual things for students to count (beans, corn kernels & etc.)  | Standard 3:<br>Communication<br>Students present information and ideas in the  | How do you diagram a number translated into Navajo?<br><br>How can you compute  | <b>Knowledge:</b> Students will define the vocabulary of money.<br><b>Analysis:</b> Students will be able to diagram a number translated into Navajo.   | Nazbas<br>T'aala'i<br>Naaki<br>Taa<br>Dii   |

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|  | Book-Pages 207-213(WB) pg. 120-129 | target language on a variety of topics to listeners and readers. | the cost of expensive items? | <b>Analysis:</b> Students will compute the cost of expensive items. | Ashdla'<br>Hastaa<br>Tsosts'id<br>tseebii<br>nahast'ei<br>neeznaa |
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| Week 6 | Navajo Focus: Number, Money, Purchasing, and Counting<br>I. Money Amount<br>Provide actual things for students to count (beans, corn kernels & etc.)<br>Book-Pages 214-220(WB) pg. 120-129 | Standard 3: Communication<br>Students present information and ideas in the target language on a variety of topics to listeners and readers. | How do you define the vocabulary of money?<br><br>What do you state first as the base number that is in the thousands?       | <b>Knowledge:</b> Students will define the vocabulary of money.<br><b>Analysis:</b> Students will be able to diagram a number translated into Navajo.<br><b>Analysis:</b> Students will compute the cost of expensive items. | Lichii/sindao<br>Litso<br>Dootl'ish<br>Giinsi<br>Naaki yaal<br>Dii yaal<br>Hastaa yaal<br>T'aala'I beeso (more)                            |
| Week 7 | Navajo Focus: Telling Time<br>I. Building Writing and Thinking Skills<br>II. Building Oral Reading Skills<br>Book-Pages 224-220(WB) pg. 120-129  | Standard 2: Communication<br>Compare and contrast ideas, people, places and things.   | How would your day be without a clock?<br><br>How can you label the time of day and night based on traditional time?         | <b>Synthesis:</b> Write a dialogue between two people to include vocabulary regarding time based on a clock.<br><b>Application:</b> Label the time of day and night based on traditional time                                | Johonaa'ei<br>Hayoolkaal<br>'abini<br>Ha'ii'a<br>Hilijii<br>Hi'hoojii<br>'alni'ni'a<br>Hoos'iidgo (more)                                   |
| Week 8 | Navajo Focus: Telling Time<br>I. Building Comprehension Skills<br>II. Building Speaking Skills<br>Book-Pages 229-232(WB) pg. 120-129   | Standard 2: Communication<br>Compare and contrast ideas, people, places and things.   | How is a.m. and p.m. translated in Navajo?<br><br>What causes day and night to be different in different parts of the world? | <b>Knowledge:</b> Extend upon prior knowledge.<br><b>Evaluation:</b> Conclude the difficulty of the Navajo sense of time.  | K'ad sha dikwiidi'oolkil<br>Dikwiidi sha'oolkil?<br>Doo alni'di<br>Tsiilgo'oolkil<br>Doo hah' oolkil<br>Tsiil nisin<br>Tsiil nishli (more) |
| Week 9 | Students will take Post test<br>Projects Due   | All Standards covered this quarter.   |  | <b>Knowledge:</b> Extend upon prior knowledge.   | All previous vocabulary  |

