

Ganado Unified School District #20 (Navajo Language I; Grades 9-12)

PACING Guide SY 2022-2023

First Quarter				
Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Week 1 1st Quarter</p> <p>Dine Bizaad: Speak, Read, Write Navajo By I. W. Goossen</p> <p>Dine Bizaad Bohoo'aah; Rediscovering the Navajo Language By E. Parsons Yazzie</p> <p>Navajo Sacred Places By K. Bonsack Kelley & H. Francis</p> <p>Navajo Place Names By A. Wilson</p> <p>Leading The Way Magazine Vol 7 No 12 Vol 11 No 8 Vol 12 No 3</p>	<p>Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.</p> <p>Standard 4: Culture Explain how the target language and its culture add to the richness of our cultural diversity.</p> <p>COM.I.1 Communicate using key words and phrases in the target language within the school setting (and beyond, as applicable).</p> <p>Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).</p> <p>C1.PO4 I will identify the vocabulary used in different contexts.</p>	<p>How can you distinguish the long and short vowels?</p> <p>How has the diacritical marks changed the meaning?</p> <p>How Many Words have more than one syllable?</p> <p>How many glottalized consonants are there?</p> <p>Why do you have to learn the Navajo Sound System?</p> <p>How many consonant letters are there in diagraphs that are placed together which represent one sound?</p> <p>How do you demonstrate the knowledge of syllabic break? How do you apply the Navajo sound system in building reading skills?</p>	<p>Cognitive Goal: Use the Navajo Sound System to learn the following: Distinguish between individual sounds.</p> <p>Comprehension: I will be able to distinguish through writing the individual sounds each consonant (c), vowel (v), digraph and syllable made</p> <p>Psychomotor Goal: The student will listen, read , write, and speak simple Navajo words.</p> <p>Analysis: The student will be able to demonstrate ability to decipher the difference between the sounds of minimal pairs through listening.</p> <p>Cognitive Goal: Apply the Navajo sound system to build reading skills.</p> <p>Comprehension: The students will be able to distinguish between the long and short vowel sounds.</p>	<p>Shimá Dził Kin Tł'izi Łid Bá Tó Mósí Chidi K'os Ná K'éyah</p> <p>Dzi [Ak' ah T ['7z7 Dziil B1 {eezh Deesdoi Sillo Host07 k- ' k' 11' k== k== n7147 n7147 naakai naakai beeld147 s47</p>

	 <p>How do you demonstrate the ability to decipher the difference between the sounds of minimal pairs through listening?</p> <p>How do you evaluate the accuracy of your classmates' read words?</p> <p>Who can name various nouns and pronouns?</p> <p>How do you label grammatical components of a simple Navajo Sentence?</p>	<p>Application: The student will be able to demonstrate their knowledge of syllabic breaks.</p> <p>Analysis: Demonstrate ability to decipher the difference between the sounds of minimal pairs through listening and speech.</p> <p>Synthesis: The student will be able to evaluate the accuracy with which their classmates read words.</p> <p>Psychomotor Goals: The student will read simple Navajo words, verbs, and sentences.</p> <p>Knowledge: Students will name various nouns and pronouns.</p> <p>Comprehension: Students respond to commands that apply to the vocabulary of the classroom.</p> <p>Comprehension: Label the grammatical components of a simple Navajo sentence.</p>	<p>Hai B11h Gah Hastiin Joo[K4 L1jish Ma'ii Taosnii' Dib4 Y4ego Z1b22h Aw44' N1shd07 {a' Chaa'</p> <p>{id {99' {00' {eh N7ch'aad Ch77h Ch'il Ch'ah Ach'77' D7ch'77' Ch'a[</p> <p>{eezh Ab7n7 A[ts- Laanaa Diln7 H0l= !n7 Naaldlooshii Biba' {eeshch'iih Diyin Allahgo Chaha[hee[Oolki[Ahee[t'4</p>
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				<p> Tsin Ts'in Azee' Az44' Yla Yaa' {e' {eh Sid1 S4d1 J7 J9' !k== Ak'==' Dibah Dib11' Bitsii Bit'a N11' Kee' Ts'aa' Bikiin Nihin11' Tooh B7k1 Hak11z K== Dibe H0la Chid7 Naaltsoos Ts4s-` Bik11' Sh7naa7 Ch'iy11n Sik'az Kwe'4 Ashdla' Neezn11 </p>
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Dooda
 Dishn7
 Tsits'aa'
 Nihinaa
 Dik'3
 Akwe'4
 D0olaa
 Dahn7daah
 K-'sido
 Atiin
 Shi'44'
 D77t['44'
 Diwol

Second Quarter

Dine Bizaad: Speak, Read,
 Write Navajo
 By I. W. Goossen

Dine Bizaad Bohoo'aah;
 Rediscovering the Navajo
 Language
 By E. Parsons Yazzie

Navajo Sacred Places
 By K. Bonsack Kelley & H.
 Francis

Navajo Place Names
 By A. Wilson

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Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.

Standard 4: Culture
 Explain how the target language and its culture add to the richness of our cultural diversity.

COM.I.1 Communicate using key words and phrases in the target language within the school setting (and beyond, as applicable).

Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).

C1.PO4 I will identify the vocabulary used in different contexts.

How many different sentences can you make by substituting a different person in the place of N1d7?

What are some of the questions you are planning for Navajo elders, to help you with your learning of Navajo Language?

How do you introduce yourself?

How much cultural understanding is required to become competent in using a language?

How do you differentiate between imperfective, perfective, & future verbs?

Analysis: Students will use context clues to choose a postposition to be used in a sentence.

Analysis: Student will prepare a statement as to why a name of strength is important for a Navajo infant.
Synthesis: The student will be able to conjugate a verb with which they are not familiar.

Psychomotor Goal: The student will ask questions of Navajo elders to enhance their learning of the Navajo language.

Comprehension: The student will create a Family Tree to reflect all the members of their extended family member.

Presentation of Family Tree Knowledge: The students will label

Sh7
 Shideezh7
 Shim1
 Shitsi'
 Shizh4'4
 Sh1d7
 Sh7naa7
 Shich'4'4
 Shitsil7
 Shiy1lzh
 Shiye'
 Shib7zh7
 Shizh4'4 y1zh7
 Shin1l7 Asdz33
 Shin1l7 Hastiin
 Shichei
 Shim1s1n7
 Shizeed7
 Shilah
 !d0one'4
 N7l9n7g77

	<p>How will you write your dialogue using the names of garments?</p> <p>How do you distinguish the difference between nouns and pronouns?</p> 	<p>each member of their immediate family with a relationship term.</p> <p>Synthesis: The student will be able to write a composition about the items they consider beautiful.</p> <p>Evaluation: The students will be able to edit their classmates' writing.</p> <p>Synthesis: The student will be able to write a composition about the items they consider beautiful.</p> <p>Evaluation: The students will be able to edit their classmates' writing.</p> <p>Evaluation: The students will be able to evaluate the accuracy with which their classmates read Navajo words, sentences, and compositions.</p> <p>Analysis: Students will differentiate between imperfective, perfective, and future verbs.</p> <p>Synthesis: Students will revise a composition written in the imperfective mode to place it in the future mode.</p> <p>Analysis: Students will relate the garments worn during the respective season.</p> <p>Synthesis: Students will write a dialogue using the names of garments</p> <p>Knowledge: Students will name various nouns, and pronouns</p>	<p>Nish[9 B1sh7shch77n Dashichei Dashin117 D66' Naash1 Woly4 Di'47 K44hasht'9</p> <p>B44sh bii'k-`7 Bik11'dah'asdlh7 Bik11' adln7 {eets'aa' Biihn1'ni[7 Ch'iy1ln Biihn1'ni[7 Bii'atin7 Bii' hoozk'az7</p> <p>Ashwhosh Iilwosh Baanish'aah Ei shaan7'aah Dahd7n7ilghaazh N1neeskaad7 B1lh Doot[izh7 B4esoo bizis B44sh</p> <p>K41ch7 K4jeehi K4 nineez7 T['aaj8'44' T['aaka[Eetsoh Ch'ah L1jish</p> <p>Hadiil'44' K4'achogii K4nitsaa7 Dahni'dishd='77</p>
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Third Quarter

<p>Dine Bizaad: Speak, Read, Write Navajo By I. W. Goossen</p> <p>Din4 Bizaad B7n1hoo'aah; Rediscovering the Navajo Language By E. Parsons Yazzie</p> <p>Navajo Sacred Places By K. Bonsack Kelley & H. Francis</p> <p>Navajo Place Names By A. Wilson</p> <p>Leading The Way Magazine Vol 7 No 12 Vol 11 No 8 Vol 12 No 3</p>	<p>Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.</p> <p>Standard 4: Culture Explain how the target language and its culture add to the richness of our cultural diversity.</p> <p>COM.I.1 Communicate using key words and phrases in the target language within the school setting (and beyond, as applicable).</p> <p>Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within the school setting (and beyond, as applicable).</p>	<p>How do you compose compositions that reflect other students respect for themselves?</p> <p>How do you compose composition that reflects student respect for others? How can you restate sentences without changing the verb? What are some verbs that can be used for almost any food items?</p> <p>How do you match the future verbs with words that depict the future?</p>	<p>Analysis: Explain how respecting themselves leads to the respect of others. Synthesis: Compose compositions that reflect the students' respect of themselves.</p> <p>Cognitive Goal: Students will participate in all class activities to promote learning of subject matter. Synthesis: Compose composition that reflects students respect for other</p> <p>Psychomotor Goal: Students will read and comprehend simple Navajo words, verbs, and sentences. Synthesis: Students will translate English sentences into Navajo sentences. Synthesis: Students will compose a composition that includes the cooking verbs learned in this chapter.</p> <p>Psychomotor Goal: Students will read and comprehend simple Navajo words, verbs, and sentences. Synthesis: Students will translate English sentences into Navajo sentences. Synthesis: Students will compose a composition that includes the cooking verbs learned in this chapter.</p> <p>Comprehension: Students will match the future verbs with words that depict the future. Application: Students will speak sentences using new names of subjects, verbs, and direct objects. Analysis: Students will identify how Congressional Acts have directly affected the formal education of Navajo elders.</p>	<p>Shi ts'77s Shitsiits' iin Shigaan Shoozhn77' Shij1ld Shikee'</p> <p>Shinii' Sh7t11' Shinldiz Shinlt'eezh Shin11' Shijaa' Sh7ch99h</p> <p>Yish3 Yishd13 Yist'ees Yishb44zh Awh44h D44h T0 T0 [ikan7 Abe' {ees'11n</p> <p>Alk22d Taa'niil T0shch77n Atoo'</p> <p>Naay7z7 Ta'neesk'1n7 Waa' Neeshch'77' N7masii Dib4 bits8'</p> <p>)lta' Naaltsoos Blhooghan Ashiik4 Ts4[k5' At'44k4</p>
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			<p>Synthesis: Students will illustrate a strategy of a game. Synthesis: Relate in simple speech that makes a game interesting.</p> <p>Synthesis: Summarize a personal experience of participating in a game. Psychomotor Goal: Produce a simple narrative that describes the experience of observing a game.</p> <p>Knowledge: Extend upon prior knowledge.</p>	<p>Ch' eek5' Slanii Hast07 Bl' 0lta' 7 Naaltsoos &i['7n7</p> <p>! [ch7n7 Beenaag4h7 Nei [b22s7g77 ! [ch7n7 Yich' 8' Y1 [ti' 7 Ch' iy11n &7['7n7 Nahashooh7)lta' al32j8' Yldasid1h7g77</p> <p>Naashn4 Joo[Mlazoo Ts4' aw0z7</p> <p>Nei' n4 Nidaohn4 Nidei' n4 Naan4 Nideishnee[</p>
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Fourth Quarter

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<p>Leading The Way Magazine Vol 7 No 12 Vol 11 No 8 Vol 12 No 3</p>	<p>different media and community resources within the school setting (and beyond, as applicable).</p>	<p>How do you define the vocabulary of money?</p> <p>What do you state first as the base number that is in the thousands?</p> <p>How would your day be without a clock?</p> <p>How can you label the time of day and night based on traditional time?</p> <p>How is AM and PM translated in Navajo?</p> <p>What causes day and night to be different in different parts of the world?</p>	<p>Synthesis: Students will orally explain activity occurring in the pictures.</p> <p>Knowledge: Students will define the vocabulary of money.</p> <p>Analysis: Students will be able to diagram a number translated into Navajo.</p> <p>Knowledge: Students will define the vocabulary of money.</p> <p>Analysis: Students will be able to diagram a number translated into Navajo.</p> <p>Analysis: Students will compute the cost of expensive items.</p> <p>Synthesis: Write a dialogue between two people to include vocabulary regarding time based on a clock.</p> <p>Application: Label the time of day and night based on traditional time</p> <p>Knowledge: Extend upon prior knowledge.</p> <p>Evaluation: Conclude the difficulty of the Navajo sense of time.</p> <p>Knowledge: Extend upon prior knowledge</p>	<p>K0n1hoot' 4h7 T' 11 hoolzhishee Aniid</p> <p>N1zb2s T' 11 [1' 7 Naaki T11' D99' Ashdla' Hast33 Tsosts' id Tseeb77 N1h1st' 47 Neezn11</p> <p>Sind1o {ich77' {itso Doot['izh G7insi Naaki y111 D99 y111 Hast33 y111 T' 11 [1' 7 b4eesoo</p> <p>J9hoonaa' 17 Hayoo[k11[Ab7n7 Ha' 77' 3 Hxi[iij99' A[n7'n7' 3 T['4' 77[n77' Hoos' 88dgo</p> <p>K' ad sh3' d7kw7idi oolki[? D7kw77di sh2' oolki[? D00 a[n99'di Ts77[go oolki[Doohx2h oolki[Ts99[n7zin Ts99[nish[9</p>
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