




PACING Guide SY 2020-2021

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Week One & Week Two -Student practice of clan introduction -Navajo History, "Origin of Clans"	NNStds: S1CF1PO1-TSWBAT...Demonstrate social-cultural-historical understanding of their own extended clan family history through maternal and paternal context.	Where do Navajo clan origins come from? How and why do I need to use the clan/kinship system of the Navajo People?	Lay a foundation of understanding in the traditional social and historical process of understanding family and community dynamics in relationships.	Asdz33 N11dleeh7, K'4 TPR TERMS: Kinyaa'11nii Hon1gh1hnii Hasht[ishnii T0d7ch'iinii Sh1d7 Shideezh7 Sh7naa7 Shitsil7
Week Three -History of Clans -PowerPoint on Anasazi	NNStds :S1CF1PO6-TSWBAT...demonstrate an understanding that migration of people at different times and places viewed the world and places differently (e.g., the people of Dinetah and the People's first contact with the	Is there an explainable connection of Navajo Clan origins with the Pueblo and Anasazi People?	Bring together pieces of oral stories into real places, people, and events of the past into the Navajo land and connect to the clan identity and usage of today.	Emergence Migration Athabaskan Anasazi Pueblo/Kiis11nii Theory Origin Story

and Pueblo People	<u>Pueblos</u> , Utes, Apaches and Spanish-Mexican 1400-1600, the people immersed into the western culture today).			
Week Four “Hooghan Haz’33gi B’0ho’aaah” by Chester Hubbard	NNStds: S3CR4PO4- Identify and describe examples in which science and technology have changed the lives of people, i.e., types of homes such as the male and female Hogans.	In what ways do the Navajo People retain perceptions of their origins and homeland? How can we demonstrate pattern finding between the astrological patterns and the construction of a Hooghan?	Practice meaning and interpretations of key concepts, words, and examples of the perceptions such as Hooghan Nimazi or Female Hogan.	TPR TERMS: Ha’a’aa Sh1di’11h E’e’aa N1hok-s Sisnaajin7 Tsoodzi[Dook’o’oos[77d Dib4 Nitsaa, Ch’00I9’7 Dzi[n1’oodi[ii Hai Daan Sh9 Aak’ee
Week Five https://nhmu.utah.edu/sites/default/files/attachment	NNStds: S3CF1PO5-TSWBAT...explore, discuss and describe how family, gender, ethnicity and institutional affiliations contribute to personal identity; recall and review the “Dine Education Philosophy” statement: Nihook11 Diyin Dine’ 4	In what ways do cultural items such as <u>Navajo Baskets</u> and Cradle Boards provide a deeper sense of self-identity of an individual and of society?	Bridge the Navajo vocabulary between the symbolisms and stories to the Navajo cultural and Origin units by exploring a variety of interpretations and invention of one’s own design with an interpretation and teaching.	Ts’aa’ Deen7sts’aa’ Alts’44h Nit[’iz Navajo Philosophy Cardinal Directions

	<p>niidl9, nihisodizin d00 sin 47 dzi[bidadiiit'7 d00 t'11 47 nihighan 1t'4 naana ha'a'aahjigo 47 ch'44tiin, t'11 sh1 bik'ehgo anoohs44[(we are the Holy People of the Earth-our prayers and songs are of the mountains-our home is within the surrounding mountains- our doorway faces east-we grow with the sun path); understand the story on the <u>Navajo basket</u>.</p>			<p>Naay44' K'ehgo d00 H00zh0j7 K'ehgo Na'nitin</p> <p>TPR Terms:</p> <p>Nits1h1kees Nahat'1 Iin1 Sii'hasin</p> <p>{ich77' {itso Doot['izh G77nse Naakiy11l D99y11l Hast33y11l T'11[1'7 B44so</p>
<p>Week Six</p>	<p>NNStds: S3CF1PO5-TSWBAT...explore, discuss and describe how family, gender, ethnicity and institutional affiliations contribute to personal identity; recall and review the “Dine Education Philosophy” statement: Nihook11 Diyin Dine'4 niidl9, nihisodizin d00 sin 47 dzi[bidadiiit'7 d00 t'11 47 nihighan</p>	<p>In what ways do cultural items such as Navajo Baskets and <u>Cradle Boards</u> provide a deeper sense of self-identity of an individual and of society?</p>	<p>To be able to conceptually sketch and label an example of a Navajo Cradle Board and while learning the story of what the parts of these objects imply and to reaffirm the family and kin relationship terms where the right side of the individual is considered a female ego and the left side a male ego.</p>	<p>TPR TERMS:</p> <p>Nits44skees Nahash'1 Hinishn1 Siihnisin</p> <p>Shim1 Shizh4'4 Shim1s1n7 Shicheii</p>

	<p>1t'4 naana ha'a'aahjigo 47 ch'44tiin, t'11 sh1 bik'ehgo anoohs44[(we are the Holy People of the Earth-our prayers and songs are of the mountains-our home is within the surrounding mountains- our doorway faces east-we grow with the sun path); understand the story on the <u>Navajo Cradleboard</u>.</p>			
<p>Week Seven</p>	<p>NNStds: S1CF3PO6- TSWBAT...design a system for decision making and a plan for action-taking on public issues and concerns by exemplifying and understanding for factual knowledge and concepts drawn from historical inquiries.</p> <p>NNStds: S2CF3PO7- TSWBAT...identify and describe types of territorial units, describe the characteristics of political units, explain how and why people compete for control of earth's surface and resources as exemplified by being able to</p>	<p>What were the designers and creators of the <u>Navajo Nation Seal</u> and Flag envisioning for the generations of Navajo People to come?</p> <p>What major issues are we having to face in today's Navajo land?</p>	<p>Expose students to an evaluation and detailed information on the Navajo Nation <u>Seal</u> and Flag with a broad survey of economic, political, resource and social issues facing the Navajo People of today while incorporating Nitsahakees of Eastward Foundation.</p>	<p>Issues -Political -Environmental -Social</p> <p>TPR TERMS:</p> <p>Shim1 Y1zhi Shizh4'4 Y1zh7 Shib7zh7 Shid1'7</p>


	research, write, and illustrate a geographic history of a state, identifying Indian control and occupation of the land.			
Week Eight	<p>NNStds: S3CF2PO6-TSWBAT....explain how cultural information and experiences may be interpreted by people of diverse cultures, their perspectives and frame of references...describe how Indian people relate to their environment through a cultural perception(Mother Earth provides and nurtures all things, therefore life is fulfilling a purpose, a sacred spirit and must be respected).</p>	<p>What would our leaders, in particular, the President and Vice-President have to campaign for as an issue and solution(s) for? What major issues are we having to address and promote solutions for?</p>	<p>Students will gain some insight through discussions and debates on social, economic, and contemporary issues facing the Navajo Nation of today.</p>	<p>Alcoholism Suicide Drug Abuse Substance Use Overgrazing Water Shortage Air Pollution Littering Animal Control Checkerboard Lands Sovereignty Uranium Mining</p> <p>TPR TERMS:</p> <p>Shin117 Asdz33 Shin117 Hast88 Shid1'7' Shiy11zh</p>

<p>Week Nine</p>	<p>NNStds: S2CF2PO6-TSWBAT...listen, participate, discuss, and interpret meaning in patterns, style, modes, and feelings that make up Indian music, dances, arts, crafts, songs and oral storytelling.</p> <p>NNStds: S2CF2PO4-TSWBAT...explain and give examples of how various cultures and customs attribute to bridging an understanding of literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors in development and transmission of culture (e.g., Mexican, Apache, Ute, Pueblo influences on the Navajo culture).</p>	<p>Arts and Crafts...Is this one of the greatest proofs of Navajo and their adaptability to recreate a uniqueness to articulating an item that might be borrowed from other cultures?</p>	<p>Student will be able to explain the meanings of arts and crafts, specifically silver smithing products and rugs/weaving plus become an “expert” on the basic designs and origins of the specific styles of Navajo rugs.</p>	<p>Naaly4h4</p> <p>TPR TERMS:</p> <p>L1ts7n7 Yoostsah Yoo' Jaat[00[</p> <p>Yoo[gai Doot['izhii Dichi[7 B11shzhin7</p>
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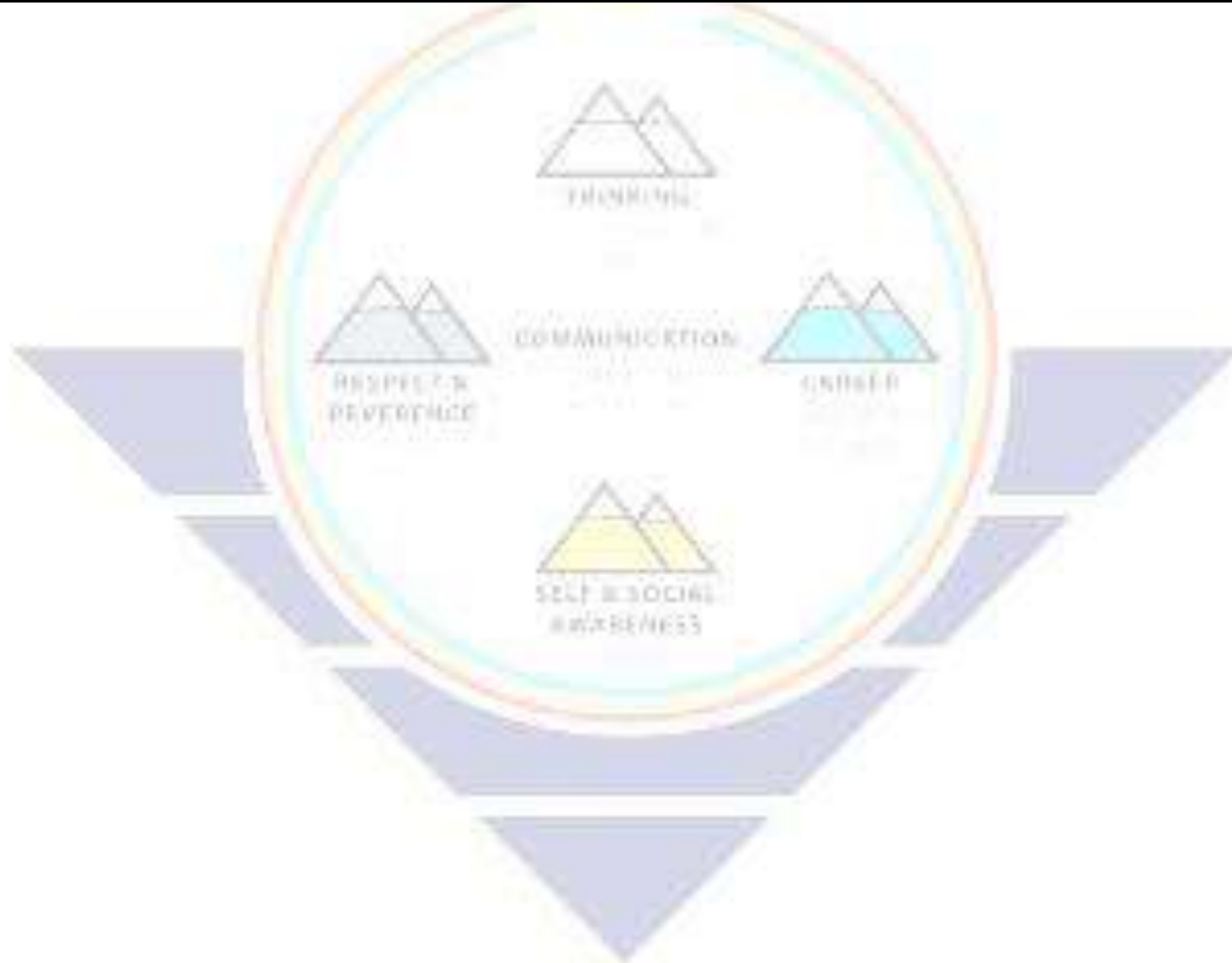
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Week One</p>	<p>NNStds: S1CF3PO3-TSWBAT...recall and review the Navajo Oral History, Haj77n44d44 Hane'; analyze, interpret and particulate knowledge of creatures and events of the <u>Black</u>, Blue, Yellow, and White/Glittering Worlds.</p> <p>NNStds: S5CF3-TSWBAT...listen to American Indian stories told in the oral tradition and be able to retell them using the Navajo language.</p>	<p>Why do Navajo people continue their origin stories? What purpose do these stories provide? What is the First or Black World?</p>	<p>Student will be able to correlate moral and ethical teachings of Navajo culture tied into the elements and events of each of the Four Worlds with an emphasis to the three "P's" of the Place-People-Problem involved with each World.</p>	<p>Haj77n44</p> <p>TPR TERMS:</p> <p>Ni'hodi[hi[Ni'hodot[izh Ni'haltso Ni'halgai</p> <p>![ts4 Asdz33 ![ts4 Hast88</p> <p>A[k'in44jah Ch'osh Dine'4</p>
<p>Week Two</p>	<p>NNStds: S1CF3PO3-TSWBAT...recall and review the Navajo Oral History, Haj77n44d44 Hane'; analyze, interpret and particulate knowledge of creatures and events of the</p>	<p>Why do Navajo people continue their origin stories? What purpose do these stories provide? What is</p>	<p>Student will be able to correlate moral and ethical teachings of Navajo culture tied into the elements and events of each of the Four Worlds with an emphasis to the three "P's" of the Place-</p>	<p>Adily4 A[naashii Adeezd44l Ts7dii Dine'4 Ma'ii Tsoh Dine'4 N11shd07tsoh Dine'4 T0 a[n10zl99</p>

	<p>Black, <u>Blue</u>, Yellow, and White/Glittering Worlds.</p> <p>NNStds: S5CF3-TSWBAT...listen to American Indian stories told in the oral tradition and be able to retell them using the Navajo language.</p>	<p>the Second or Blue World?</p>	<p>People-Problem involved with each World.</p>	
Week Three	<p>NNStds: S1CF3PO3-TSWBAT...recall and review the Navajo Oral History, Haj77n44d44 Hane'; analyze, interpret and particulate knowledge of creatures and events of the Black, Blue, <u>Yellow</u>, and White/Glittering Worlds.</p> <p>NNStds: S5CF3-TSWBAT...listen to American Indian stories told in the oral tradition and be able to retell them using the Navajo language.</p>	<p>Why do Navajo people continue their origin stories? What purpose do these stories provide? What is the Third or Yellow World?</p>	<p>Student will be able to correlate moral and ethical teachings of Navajo culture tied into the elements and events of each of the Four Worlds with an emphasis to the three "P's" of the Place-People-Problem involved with each World.</p>	<p>TPR TERMS:</p> <p>Ni' N7[ch'i TO K-'</p>
Week Four	<p>NNStds: S1CF3PO3-TSWBAT...recall and review the Navajo Oral History, Haj77n44d44 Hane'; analyze, interpret and particulate knowledge of</p>	<p>Why do Navajo people continue their origin stories? What purpose do these stories provide? What is</p>	<p>Student will be able to correlate moral and ethical teachings of Navajo culture tied into the elements and events of each of the Four Worlds with an emphasis to</p>	<p>TPR TERMS:</p> <p>!t11 An11 Ajaa' Aada'</p>

	<p>creatures and events of the Black, Blue, Yellow, and <u>White/Glittering Worlds</u>.</p> <p>NNStds: S5CF3-TSWBAT...listen to American Indian stories told in the oral tradition and be able to retell them using the Navajo language.</p>	<p>the Fourth or White World?</p> 	<p>the three “P’s” of the Place-People-Problem involved with each World.</p>	
Week Five	<p>NNStds: S4CF1PO1-TSWBAT...explore the early Navajo history associated with traditional haigo hane’ (winter stories) of the People emergence to Dinetah, <u>White Shell/Changing Woman and her regime</u>, the birth of her twins, and the destruction of the Naayee’ (Monsters).</p>	<p>Why is Changing Woman such a fixture in Navajo stories and culture? In what patterns are the cultural components related with her? E.g., Clans, Matriarchy etc.</p>	<p>To uncover the Emergence story and connection to present day Dinehtah with emphasis to traditional teachings, homes, and ceremonies.</p>	<p>TPR TERMS:</p> <p>Haashch’44[ti’7 Haashch’44shzhin T0neenil7 Gh33’ask’idii</p>
Week Six	<p>NNStds: S4CF1PO1-TSWBAT...explore the early Navajo history associated with traditional haigo hane’ (winter stories) of the People emergence to Dinetah, <u>White Shell/Changing Woman and her regime</u>, <u>the birth of her twins</u>, and the destruction of the Naayee’ (Monsters).</p>	<p>Why is Changing Woman such a fixture in Navajo stories and culture? In what patterns are the cultural components related with her? E.g., Clans, Matriarchy etc.</p>	<p>To compare the rites of passage for the young woman and pubescence as well as the male testing of endurance and trials of life.</p>	<p>Naay44’ Neezgh1n7 T0b1j7shch7n7 Hataa’ Bich’8 Nijzh11zh</p>

Week Seven	<p>NNStds: S4CF1PO1-TSWBAT...explore the early Navajo history associated with traditional haigo hane' (winter stories) of the People emergence to Dinetah, <u>White Shell/Changing Woman</u> and her regime, the birth of her twins, and the <u>destruction of the Naayee' (Monsters)</u>.</p>	<p>Why is Changing Woman such a fixture in Navajo stories and culture? In what patterns are the cultural components related with her? E.g., Clans, Matriarchy etc.</p>	<p>To visually connect the remnants of the "Monster Slaying" and the present day landscape of Dinetah in the mountains, places, and visible objects of today.</p>	<p>TPR TERMS: !sh88 Bii't0 Hahodzo Dib4 Nitsaa Hahodzo Yoot0 Hahodzo Hoozdo Hahodzo</p>
Week Eight	<p>NNStds:S4CF2PO1- TSWBAT... students will acquire information on traditional values and principles stressed in living in harmony with nature; recount the early traditional oral history (hane') associated with earth (vegetation and wildlife), air , water and light; understand stories (hane') defining purposes and roles of the fire, sun, moon, constellations relative to life on earth;</p>	<p>How did the traditional people of centuries and decades back utilize the nature and the universal objects in surviving and adapting to their environment?</p>	<p>Culminate the study from the concept of the Navajo Universe beginning with Mother Earth to Father Sky and the images and family oriented teachings of the night sky with an incorporation of scientific terminology.</p>	<p>TPR TERMS: {igai Doot['izh {itso {izhin Super Giant Blue Stars Constellation Light Speed/Year Y1di[hi[Nahasdz11n N1hok-s Bik2' N1hok-s Bik-¹ Nahok-s Bi'11d Dily4h4 !ts4 Eets'0zii</p>

			Hast88 Sik'ai'7 !ts4 Eetsoh Yik17sd1h1
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Ganado Unified School District #20
 (Navajo Language/Studies-7th Grade)
PACING Guide SY 2020-2021

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Week Nine	NNStds:S1CF1PO1-TSWBAT... demonstrate social, cultural and historical understanding of their own extended clan family history through maternal and paternal context; PO2. use correct kinship terms with extended clan family members, students, staff and community people (e.g., shim1 y1zh7, shiy11zh, shid1'7, shib7zh7,	How can I develop a deeper understanding of how to evaluate another person's relationship to me?	Regroup with a meet and greet clan relatives in the class and practice family relationship terms as a closure to the semester.	Shik'44 Shidine'4 Taboo Incest Respect Community