

**GANADO HIGH SCHOOL
NAVAJO LANGUAGE I
PACING GUIDE
SCHOOL YEAR 2018/2019**

| TIME LINE | TOPIC/Resources | AZ Standards | Essential Questions | Learning Goals | Vocabulary |
|--|---|--|---|---|--|
| Week 1 1 st Quarter | Chapter 1: Historical overview of Navajo Writing: p. 2 Navajo Alphabet: p. 3 Vowels for Navajo: p. 3 Short & long Vowels: p. 3 High tones & nasal Vowels: p. 4 Diphthongs: p. 5 | Standard 1: Communication: 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? How has the diacritical marks changed the meaning? | Cognitive Goal: Use the Navajo Sound System to learn the following: Distinguish between individual sounds. Comprehension: 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 Kin Tʼiizi Łid bá Tó Mósi Chidi K'os Ná Kéyah |
| Week 2 | Chapter 1: Consonants for Navajo: p. 6 Digraphs: p. 6 Glottalized consonants: p. 6 Syllables: p. 6 | Standard 1: Communication: 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? How many Glottalized consonants are there? | Psychomotor Goal: The student will listen, read, write, and speak simple Navajo words. Analysis: The student will be able to demonstrate ability to decipher the difference between the sounds of minimal pairs through listening. | 'ak'ah ko' ʔe' k'aa' dziil kóó ʔeezh níléi deesdoi naakai siláo beeldléi hastóí séi |
| Week 3 | Chapter 1: The Navajo sound system Consonant-Vowel syllables: p. 6-11 | Standard 1: Communication: 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? How many consonant letters are there in digraphs that are placed together which represent one sound? | Cognitive Goal: Apply the Navajo Sound System to build reading skills. Comprehension: The students will be able to distinguish between the long and short vowel sounds. Application: The student will be able to demonstrate their knowledge of syllabic breaks. | Hai taos'nii' Bááh dibé Gah yéego Hastiin zábaąąh Jooł 'awéé' Ké náshdóí Lájish Ma'ii |
| Week 4 | Chapter 1: The Navajo sound | Standard 1: Communication: | How do you distinguish between the long and | Comprehension: The students will be | Short/long vowels Ła' chaa' |

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| | system • Digraphs: p. 11-13 | Students understand and interpret written and spoken communication on a variety of topics in the target language. | short vowel sounds? How do you demonstrate the knowledge of syllabic break? | able to distinguish between the long and short vowel sounds. Application: The student will be able to demonstrate their knowledge of syllabic breaks. | Łe' chiih Łid ch'il Łíí' ch'ah Łóó' ach'íí' Łeh dich'íí' Nich'aad ch'ał |
| Week 5 | Chapter 1: Practice •Building Reading skills: p. 14 •Practicing the Navajo sound system: p. 14 • Building Speaking Skills: Useful Phrases: p. 15 | Standard 1: Communication: 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? | Cognitive Goal: Apply the Navajo Sound System to build reading skills. Comprehension: The students will be able to distinguish between the long and short vowel sounds. Application: The student will be able to demonstrate their knowledge of syllabic breaks. | Łeezh naaldlooshii 'abíni biba' 'ahtso łeeshch'iih laanaa diyin ch'il 'aláahgo dilní chahalheet hólo 'oolkił 'áni 'aheelt'é |
| Week 6 | Chapter 2: Applying the Navajo Sound System • Differences in Pronunciation: p. 17-18 | Standard 1: Communication: 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? | Analysis: Demonstrate ability to decipher the difference between the sounds of minimal pairs through listening. Analysis: Demonstrate ability to decipher the difference between the sounds of minimal pairs through speech. | tsin ts'in 'azée' azee' yáa yaa' łe' łeh sidá sédá jî jî' 'akôô ak'óó' dibah dibáá' |
| Week 7 | Chapter 2: Applying the Navajo Sound System Building Reading Skills p.19-21 | Standard 1: Communication: 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? | Analysis: Demonstrate ability to decipher the difference between the sounds of minimal pairs through speech. Synthesis: The student will be able to evaluate the accuracy with which their classmates read words. | bitsii' bit'a naa kee' ts'aa' bikiin nihináá' dibah tooh bíka hakááz' kôô |
| Week 8 | Chapter 2: Applying the Navajo Sound System Building Reading Skills p.22-24 | Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language. | Who can name various nouns and pronouns? | Psychomotor Goal: The student will read simple Navajo words, verbs, and sentences. Knowledge: Students will name various nouns, and pronouns. | Dibe hola Chidi naaltsoos Tseso diida Bikaa shinaai Ch'iiyaan sikaz Kwe'e tl'oo 'ashdla neeznaa |

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| Week 9 | Chapter 2: Applying the Navajo Sound System <ul style="list-style-type: none"> ● Helpful Phrases ● Reading & Writing Exercises ● Teacher made test | Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language. | How do you label grammatical components of a simple Navajo sentence? | Comprehension: Students respond to commands that apply to the vocabulary of the classroom. Comprehension: Label the grammatical components of a simple Navajo sentence. | Kee' "dooda" Ts'aa dishni Bikini tsits'aa' Nihinaa' dik'a Dziil 'akwe'e Doolaa dah nidaah Ko' sidoh 'atiin Shi'ee ditlee' diwol |
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| Week 1 Week 2 2 nd Quarter | Navajo Focus: My Immediate Family. Bił K'ééhasht' ínígíí. I. Sentences to Read/Vocabulary words II. Building Writing Skills III. Importance of Names in Strength. Book-Pages 47-59 (WB) pg. 23-29 | Standard 2: Communication: 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? | 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. | Shi shideezhi Shima shisi' Shizhe'e Shadi Shinaai Shich'e'e Shitsili Shiyaazh 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. Book-Pages 61-77 (WB) pg. 31-41 | Standard 1: Communication: 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? | 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. | Shibizhi Shizhe'e yazhi Shinali 'azdzaniigii Shinali hastiinigii Shicheii Shima sani Shizeedi Shilah (more) |
| Week 4 | Oral Presentation, with introduction to the class. Students will submit "Family Tree" for grading. | Standard 1 Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language. | How do you introduce yourself? How much culture understanding is required to become competent in using a language? | Presentation of Family Tree Knowledge: The students will label each member of their immediate family with a relationship term. | 'Adoone'e Nilinigii nishli Ba shishchiin Dashicheii Dashinali Dee' naasha Wolye Di 'ei keehat'i |

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

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| Week 1 3 rd Quarter | Chapter 10 Our Body and Care of It: Saad Aniidíígíí: shits'íís: p. 116-119 | Standard 5: Connections: 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? | Analysis: Explain how respecting themselves leads to the respect of others. Synthesis: Compose compositions that reflect the students' respect of themselves. | Shis'íis Shitsiits'iin Shigaan Shoozhnii Shijaad Shikee' |
| Week 2 | Chapter 10 Our Body and Care of It: page 115-121 <ul style="list-style-type: none"> • Building Speaking and Comprehension Skills • Building Reading Skills | Standard 5: Connections: 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? How can you restate sentences without changing a verb? | Cognitive Goal: Students will participate in all class activities to promote learning of subject matter. Synthesis: Compose composition that reflects students respect for other. | Shinii Shitaa' Shinat'eezh Shinadiz Shinaa' Shijaa' Shichiiah (more) |
| Week 3 | Navajo Focus: Cooking and Eating I. Names of Traditional Foods II. Non-Traditional Foods III. List of food serve in cafeteria. Book-Pages 131-139 (WB) pg.65-74 | Standard 4: Culture 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? | 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. | Yisha Yishdla Yist'ees Yishbeezh Ahweeh Deeh To To likani Abe Lees'aan |
| Week 4 | Navajo Focus: Cooking and Eating I. List of food serve in cafeteria. | Standard 4: Culture Identify, discuss and analyze products of the culture (e.g., social, economic and political | How do you distinguish the words yiidlá and yidlá? | Psychomotor Goal: Students will read and comprehend simple Navajo words, verbs, and sentences. Synthesis: Students will translate | Alkaad Taa'niil Toshchiin 'atoo' |

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

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| Week 1 Week 2 4 th Quarter | Navajo Focus: Work and Work Place- Na'anish dóó Na'anishgi Re: Page 175 Have students conduct a grammatical analysis on these sentences. Book-Pages 173-189 (WB) pg.76-84 | Standard 7: Communities Students use the target language within and beyond the school setting. | How do you state compensation for work? How do you contrast the traditional occupations with nontraditional occupations? | Knowledge: The students will be able to state compensation for work. Synthesis: Students will compose a short story using the new words learned in Chapter 14. Evaluation: Students will contrast the traditional occupations with nontraditional occupations. | Atsidi Akalii Akal bistlee'ii Atl'ohi Beesh baah dah si'ani Dibe binanit'a'i Hataalii Naabaahii Naat'aanii (more) |
| Week 3 Week 4 | Navajo Focus: Navajo Verbs: Future and Perfective Modes Students will add more words or phrases the depict time in the future and time in the past. (Pg. 192) Book-Pages 192-205(WB) pg. 107-118 | Standard 6: Comparisons 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? | Analysis: Students will differentiate selected verbs by person, number, and mode. Analysis: Students will identify the correct verb to discuss the activity in the pictures. Synthesis: Students will orally explain activity occurring in the pictures. | Yiskaago Naaki yiskaago Naa dimoogo Ninaadeezidgo Hodiina'go Konaahoot'ehi T'aa hoolzhishee 'aniid (more) |
| Week 5 | Navajo Focus: Number, Money, Purchasing, and Counting I. Navajo Numbering system Provide actual things for students to count (beans, corn kernels & etc.) | Standard 3: Communication Students present information and ideas in the | How do you diagram a number translated into Navajo? How can you compute | Knowledge: Students will define the vocabulary of money. Analysis: Students will be able to diagram a number translated into Navajo. | Nazbas T'aala'i Naaki Taa 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? | Analysis: Students will compute the cost of expensive items. | Ashdla' Hastaa Tsosts'id tseebii nahast'ei neeznaa |
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| Week 6 | Navajo Focus: Number, Money, Purchasing, and Counting I. Money Amount Provide actual things for students to count (beans, corn kernels & etc.) Book-Pages 214-220(WB) pg. 120-129 | Standard 3: Communication 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? What do you state first as the base number that is in the thousands? | Knowledge: Students will define the vocabulary of money. Analysis: Students will be able to diagram a number translated into Navajo. Analysis: Students will compute the cost of expensive items. | Lichii/sindao Litso Dootl'ish Giinsi Naaki yaal Dii yaal Hastaa yaal T'aala'I beeso (more) |
| Week 7 | Navajo Focus: Telling Time I. Building Writing and Thinking Skills II. Building Oral Reading Skills Book-Pages 224-220(WB) pg. 120-129 | Standard 2: Communication Compare and contrast ideas, people, places and things. | How would your day be without a clock? How can you label the time of day and night based on traditional time? | Synthesis: Write a dialogue between two people to include vocabulary regarding time based on a clock. Application: Label the time of day and night based on traditional time | Jhonaa'ei Hayoolkaal 'abini Ha'ii'a Hilijii Hi'hoojii 'alni'ni'a Hoos'iidgo (more) |
| Week 8 | Navajo Focus: Telling Time I. Building Comprehension Skills II. Building Speaking Skills Book-Pages 229-232(WB) pg. 120-129 | Standard 2: Communication Compare and contrast ideas, people, places and things. | How is a.m. and p.m. translated in Navajo? What causes day and night to be different in different parts of the world? | Knowledge: Extend upon prior knowledge. Evaluation: Conclude the difficulty of the Navajo sense of time. | K'ad sha dikwiidi'oolkil Dikwiidi sha'oolkil? Doo alnii'di Tsiilgo'oolkil Doo hah' oolkil Tsiil nisin Tsiil nishli (more) |
| Week 9 | Students will take Post test Projects Due | All Standards covered this quarter. | | Knowledge: Extend upon prior knowledge. | All previous vocabulary |

