

Ganado Unified School District

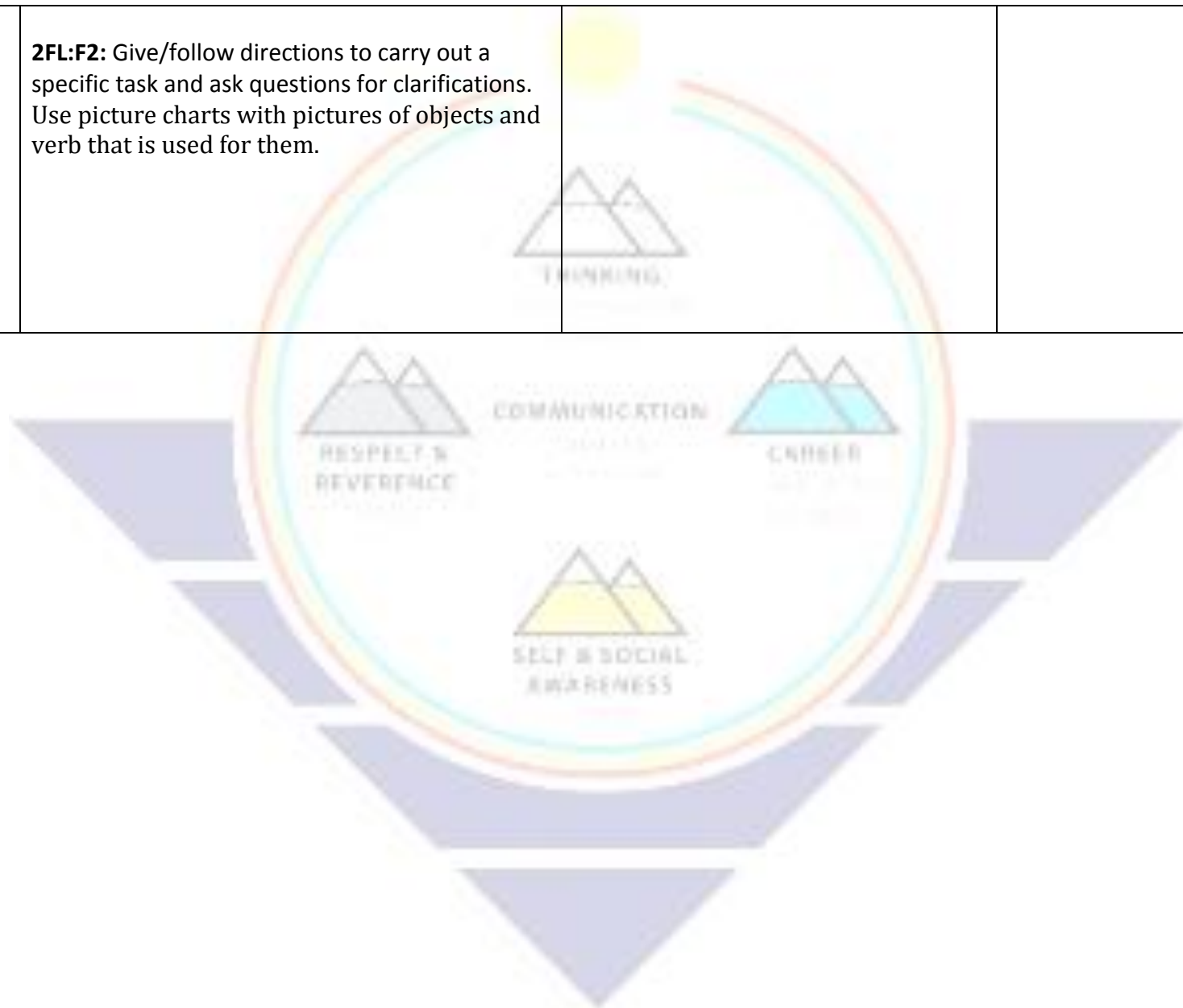
Dine Studies-Kindergarten-Third Grades

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	V (C)
Quarter 1	S3:3FL-F3: present basic (bio) information about self or others in front of a group. S4:4FL:R1: Use appropriate gestures and oral expressions, leave-takings and courtesy phrases.	Can you introduce yourself? Who has your 1st, 2nd, 3rd, 4th clan?	Introduce self to audience. Introduction of self in Navajo	M - M
	S2:2FL:R4: Describe people, places and things in their daily lives. Use poster map indicating position of mountains.	Can you name the four directions? Identify the four directional colors? Can you name the four sacred mountains?	Placement of mountains in Navajo Teaching. Students identify the four directional teachings. (Colors, mountains names)	V S D D

	<p>S6: 6FL:F3: Distinguish between the sound /writing system of target language and same elements in their own language. Use alphabet chart with vowels, consonants, blends, diagraphs.</p>	<p>Can you recite the vowels? Can you describe the consonants? Can you demonstrate sounds of the Alphabet?</p>	<p>Students identify the alphabet of Din4 language: vowels and consonants</p> <p>Introduce/Review Din4 Language alphabet</p>
Quarter 2	<p>S2: 2FL:R2: Give/follow simple instructions and ask/answer questions.</p>	<p>How do you decide which verb to use with specific objects? How do you decide if verb choice to ask for objects does not work?</p>	<p>Students will identify 11 Navajo handling verbs. They will identify which verb to use to ask for different objects.</p> <p>Students will select verbs to use to ask for different objects.</p>

	<p>2FL:F2: Give/follow directions to carry out a specific task and ask questions for clarifications. Use picture charts with pictures of objects and verb that is used for them.</p>	
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Quarter 2	S5:5FL:F1: Discuss topics in other school subjects in target language: geographical terms, historical facts, mathematical terms and problems, and scientific information.	Can you locate the four corners and Dinétah on a map? Can you demonstrate migration route on a map?	Identify four corners area, migration route, and Dinétah. Demonstrate knowledge of sacred sites and mountains in Navajoland. Justify historical sites of Navajos.	N Ea Al
Quarter 3	S5:5FL:R1: Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts. Use color charts and color games.	Can you identify these colors? Can you count to 20, 40, 50 etc.?	Translate color words into Navajo. Develop Navajo sentences using colors and numbers to demonstrate understanding of words. Identify colors and use them in a Navajo sentence. Identify numbers and use them in a Navajo sentence. Use colors and numbers in a sentence.	Re pu
Quarter 3		How were coyote stories used? What was the purpose of the lessons? Can you compare the behaviors of the	Students will differentiate coyote stories and identify lessons the stories teach.	Co tr

	<p>S1:1FL:R6:Comprehend main ideas /identify principal characters of short stories or children’s literature.</p> <p>S5:5FL:R2: Read/listen to and talk about age-appropriate folk tales, short stories, poems, songs written for native speakers. Use all available coyote story Books.</p>	<p>characters? Can you contrast the coyote stories?</p>	<p>Retell Coyote stories and discuss the traditional teachings from the stories.</p>	
	<p>S5:5FL:R2: Read/listen to and talk about age-appropriate folk tales, short stories, poems, songs written for native speakers. Read Moccasin Game story.</p>	<p>Why was the Shoe Game played? How were the songs made?</p>	<p>Analyze the purpose of the Shoe Game. Demonstrate knowledge of the songs by singing them.</p> <p>Introduce the Shoe Game Story and the songs.</p>	N w
Quarter 4	<p>S6:C3:PO3: Describe objects in sky; asteroids, comets, stars, meteors/shooting stars. PO4: Describe change in position and motion of moon, planets. Apparent motion (due to motion of Earth) Sun, Moon, stars.</p> <p>PO6: Describe efforts to explore space (Apollo missions). Show videos on Moon and sun. Use NASA charts. Moon cycle chart.</p>	<p>What is the relationship between the moon, sun and earth in the western and Dine teachings. How are they similar and different? How does scientific theory illustrate a lifecycle? How does the Dine knowledge illustrate a lifecycle?</p>	<p>Compare similarities and differences of the western and Navajo teachings of the universe. Validate purpose of constellation teachings.</p> <p>Introduce scientific information on the moon, sun, earth. Compare with Navajo traditional teachings of the universe.</p> <p>See video the <i>Story of the Stars in Navajo</i>, S= Bahane’ By Navajo Nation and NASA</p>	so te
		<p>What do different parts of the cradleboard signify? How does the cradleboard signify that a baby is special and scared?</p>	<p>Introduce the Dine teachings of the cradleboard. Identify the mother and father’s teaching that are emphasized with cradle.</p>	Cr fa ge

			Justify unique importance /teaching of the cradleboard.
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