

Ganado Unified School District

Navajo Culture/3- 5

Virginia Apachee

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Qtr. 1 Resources: Clan Button Machine G. Organizer White Board Charts/Posters Video	S&S: S 3C R1: PO4, P07 *Kinship (origins of clans) *Nav. Lifestyles Culture Info: Respect/Values	What are your four clans? Give a reason why you should know all about your four clans? Find the meaning of your clans? Do you agree that someone should not marry into his or her own first clan? Why?	1) Student will identify facts to Navajo clans and clan membership. 2) Student will learn what Navajo oral stories say about the founding of the first four original clans, related clans and adopted clans. 3) Students will be able to design their own personal symbol for his/her clan.	K'4 /clan Bee' 7diidleed/ symbol Asdz11nN1dleeh/Changing Woman Kinyaa'1a'nii/Towering House T0d7ch'nii/ Bitter Water Hon1gh1ahnii /One Around You Hasht' ishnii/ Mud Clan Dahak' 47/ relatives Ts'idaaltseedi /sili'7g77/origin D88' /Four Hane' /Legend
Qtr. 1 Resources: Clan Button Machine G. Organizer White Board Charts/Posters Video	NNS: S2C F1: PO2, PO5 *Roles & Responsibility *Extended Family (Continue next pg.)	List your extended family members. What do you remember about each person on your list? What is the relationship between immediate family and extended family? Explain. Name four of your extended family members and design a graphic organizer that shows their roles and responsibilities.	Students will: <ul style="list-style-type: none"> PO2. Demonstrate understanding of the unique roles and responsibilities of the grandmothers, aunts, uncles (e.g., sister's children to their uncle, "shida' or shahast07"; sister's daughter to her uncle and son, "shiy11zh)" and to his daughter, "shizeed7"). Comprehension PO5. Identify acceptable and unacceptable cultural character traits; exemplify an understanding for honoring and respecting the privacy and belonging of other 	Shim1 /my mother Shizh4'7 /my father Shim1san7 Shichei Shi na17 Asdzaan Shi na17 Hastiin Shim1 Yazh7 Shida'7 Shi Yaazh Shiz4ed7

			people (e.g., rumors, gossip, stealing, destroying property, being deceitful, dishonest). Application	
Qtr. 1	<p>*Cradle Broad Story *Celebration: * Baby's First Laugh</p> <p>*Navajo Basket S5C R2. PO. 1 Communication: Listening & Speaking: FL-L&SS-F6</p> <p>NNCL: S5C R3. PO2</p> <p>Resources: G. Organizer White Board Charts/Posters Video Navajo Basket Cradleboard</p>	<p>Label each part of the Navajo cradleboard.</p> <p>Select colors within the Navajo basket.</p> <p>Compare and contrast between both Navajo basket and the cradleboard.</p> <p>Watch a video or listen to a story and share to important information you learn</p>	<p>Students will:</p> <ul style="list-style-type: none"> PO2. Explore the significance of the traditional beliefs in child rearing practices (e.g., cradle board and lullabies; the use of natural earth salt at the baby's first laugh celebration; the baby's first anointing of corn pollen; receiving a Navajo name; losing the baby teeth). Application PO. 1 Listening for meaning and gain information from discussion and conversation in both the English and Navajo language. FL-L&SS-F6 Listen and respond to stories, poem, nonfiction, and age appropriate music. PO2. Listen to the Navajo and other Indians songs, music, folklore, short stories and be able to participate in discussion for meaning and interpretations. 	<p>She' aw44' /My baby Aw44' / baby Tsa' / Navajo basket Aw44, yidl0 / baby laugh D99 / four ly00'0' ni' / love Aj00ba' / caring</p>
Qtr. 2	<p>S&S: Plants: Naad33' Analogy: Significance of Life</p> <p>Resources: G. Organizer White Board Charts/Posters Video Navajo Basket</p> <p>Corn in Native Foods (Naad22 Ch'iiyaan NNCL: S3C R3. PO. 2; PO 3.</p>	<p>Share your thoughts of why corn is important in your life.</p> <p>In what way is the growth of corn connected to growth of a child? Discuss with a partner.</p>	<p>Students will:</p> <ol style="list-style-type: none"> Identify different parts of a corn stalk. Promote awareness of the many uses of corn. Stimulate interests in the role of corn as a way of life. <p>Content: Physical/health, social studies, nutrition Navajo Philosophy for Healthy Living</p> <p>PO 2. Recognize and understand the traditional promotion for early to rise, perform physical exercise, form healthy eating habits and begin a new day with</p>	<p>Naad33/Corn Naad33 yilzh0' ig77/kernel D1'at'33'/ leaf D1' 1kaz/ stalk D1' atsiin/ cob T1d7d77n/ pollen 'az00l/ tassels Ak4t[' 00l/ root Naad33' bitsiigha'/ cornsilk 'ak' 11n dich' 7zhh7/ cornmeal</p>

		<p>Suppose you could change ingredient for corn in Navajo cake, what would you replace it with? Why?</p> <p>What is the purpose of planting corn? How many ways could you prepare foods from corn? Make a list.</p>	<p>meditation (focusing). Knowledge/Comprehension</p> <p>PO3. Explore the culture and historical information associated with traditional preservation and preparation of native foods.</p>	
<p>Qtr. 2</p> <p>Resources: G. Organizer White Board Charts/Posters Video Grandparents in community</p>	<p>NNCL: S3C R3. PO. 2; PO 3.</p> <p>Culture-Iin1</p>	<p>In what ways can you use grandparents or elders as your consultant?</p> <p>Retell the story that was told to you by your grandparent?</p> <p>Explain you emotions when listening to the story told to you?</p>	<p>PO 2. Recognize and understand the traditional promotion for early to rise, perform physical exercise, form healthy eating habits and begin a new day with meditation (focusing). Knowledge/Comprehension</p> <p>PO 3. Explore the culture and historical information associated with traditional preservation and preparation of native foods (e.g., berries, toots, leaves, corn, cornmeal, fruits); utilize grandparents, traditional practitioners, and Navajo studies teachers, and parents as consultants. Application</p>	<p>Iin1 /life Physical/health Social studies Nutrition Navajo Philosophy for Healthy living</p>
<p>Qtr. 2</p>	<p>NNCL: S1C-F2: PO5 *Four Elements of Life (Preparation: Earth, Air, Water, Fire)</p>	<p>Name the four elements of life.</p> <p>Prioritize the importance of the four elements of life.</p>	<p>PO 5. Promote positive attitudes toward conserving the topsoil. Trees. Air. Medicinal plants, and water through active participation (e.g., Boys and Girls Scouts, Young Men and Women to keep the Forest Green, Keep Water, Air, and Range Clean</p>	<p>Iin1 /life Physical/health Social studies Nutrition Navajo Philosophy for Healthy living</p>

<p>Resources: G. Organizer White Board Charts/Posters Video</p> <p>Qtr. 2</p> <p>Resources: White Board Charts/Posters Video Books Model</p>	<p>SS-S4C3: PO 1 Science in Personal and Social Perspectives</p> <p>SS-S3C1: PO 1 *Natural Resources Geography: Physical Systems</p> <p>* Four Seasons * Twelve Months</p> <p>S4C R2: PO3, PO5 - Significance of each month - Meaning & representation of each month of the year</p> <p>*Astronomy: SS-S6C3: PO4, PO5</p> <ul style="list-style-type: none"> - Constellations - Oral Stories - Coyote Tales 	<p>Defend your reasons of why you listed them the way you did.</p> <p>What can you predict if there were no natural resources in the world?</p> <p>Identify 4 natural resources on the Navajo reservation and create a list of its uses.</p> <p>Identify one negative human activity. Explain how it is negative.</p> <p>Identify one positive human activity. Explain how it is negative.</p> <p>Distinguish between winter and summer events.</p> <p>List the stages of growth in sequence.</p> <p>Why do you think the stage of growth is part of the seasons?</p>	<p>Activist, Mother Earth Club) Level of Thinking: <i>Evaluation</i></p> <p>Strand 3: Science in Personal and Social Perspectives</p> <p>This strand affords students the opportunity to understand their place in the world – as living creatures, consumers, decision makers, problem solvers, managers, and planners.</p> <p>Changes in Environments:</p> <p>PO.1 Describe how natural events and human activities have positive and negative impacts on environments.</p> <p>S4C R2. Recognize and build upon the interdependency of the natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.</p> <p>PO 3. Investigate and describe the physical system changes, in seasons, climate, weather, water cycle and the aging processes: exemplify an association of elements with the understanding of " T' 11 Sh1 B7 k'ehgo anoohs44[" in the Navajo concept.</p> <p>PO 5. Understand the significance and the use of fourness in many related areas of Din4j7 hane' . (e.g., membership into the four clans, four directions, colors, seasons, mountains, phases in a day, four major stages in growth: baby, child, maturing adult, and elderly).</p> <p>Concept 3: Earth in the Solar System</p> <p>Understand the relationships of the Earth and other objects in the solar system.</p>	<p>Natural Resource Geography Physical Systems Natural Events Human activities: Positive/Negative</p> <p>Seasons Months Representation Climate Water cycle Phases in a day Stages of growth</p> <p>Astronomy Constellations Oral stories Tales Moon Planets</p>
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<p>Qtr. 3</p> <p>S 3C F2: *Navajo Rug *Arts & Crafts *Economic *Plants</p> <p>Resources: White Board Charts/Posters Video</p> <p>Math:</p>	<p>If you didn't have any money and you only have some yards what would you do?</p> <p>How many things do you identify that are arts and crafts? Explain how it became part of your home.</p> <p>In what ways do rug weaving became a part of Math? Share with a partner.</p>	<p>Content: Social Studies: Navajo Philosophy of Life (The Art of Positive Living) Students will: PO1. Exchange information with elders, culture teachers and traditional practitioners on performing arts, social events, hands-on activities, songs and oral history (hane') associated to preparation of wool, loom and tools for weaving, farming and harvesting, corn grinding and cornmeal preparation, etc. Comprehension Assume responsibilities and roles for the well-being of the home and community cultural activities that form life-long obligations as a community member and understand the traditional concepts of 1d1nts1h1kees d00 1d1nahat'1, doo ay0 ho[h0y4e'da, d00 ay0o ni' j9k99da.</p>	<p>Philosophy of Life Art of Positive living Economic</p>	
<p>Qtr. 3</p> <p>Resources: G. Organizer</p>	<p>Political Topography: S4C1: S4C4:</p>	<p>How does a map help you when you travel?</p>	<p>PO.3. Construct maps using symbols to represent human and physical features. Application</p>	<p>Political Topography Boundaries Overlay Map</p>

<p>White Board Charts Video maps</p>	<p>*States surrounding *Navajo Reservation *Four Corners *Boundaries *Overlay Map</p>	<p>Construct a map of your community.</p>	<p>PO. 4 Construct charts and graphs to display geographic information. Level of Thinking: <i>Application</i> Analysis</p> <ul style="list-style-type: none"> Listen to American Indian stories told in oral tradition and be able to recall and retell them to formulate language experiences. 	<p>Four Corners Reservation</p>
<p>Qtr. 4</p> <p>S1C F1: PO2, PO4</p> <p>Navajo History Government:</p> <p>Pre-European Contact:</p> <p>*Home *Food *Clothing *Economic</p> <p>Resources: G. Organizer White Board Charts/Posters Video Books</p>	<p>Compare and contrast two celebrations in other culture other than your own.</p> <p>What's the name the Holy People have for the Four Sacred Mountains?</p>	<p>PO 2. Compare and Contrast cultural stories, songs, history, events and celebrations on other ethnic groups with their own. Analysis S1C F1: Culturally-knowledgeable Navajo students are well grounded in the cultural heritage and traditions of their people, history and land.</p> <p>PO4. Explore, discuss & provide a personal interpretation of: We are the holy people of the earth. The Holy People gave to us our language and the ability to process thoughts into words. The surrounding Four Sacred Mountains make our home; we understand the Dine Philosophy of Education Statement: Sa'2h Naagh17 Bid'eh H0zh0onii k'ehgo 7hoo'aah. Comprehension</p>	<p>Compare Contrast Ethnic groups Cultural Heritage</p>	
<p>Qtr. 4</p> <p>S1C F1: PO6, PO8</p> <p>Spanish & Mexican Contact</p> <p>Resources: G. Organizer White Board Charts/Posters Video</p>	<p>Create a timeline of events for 1400-1600.</p> <p>Create a timeline of events for 1868-2014.</p>	<p>PO 6. Demonstrate and understanding that migration of people at different times and places viewed the world and places differently (e.g., the People in Dinetah and the People's first contact with the Pueblos, Utes, Apaches and Spanish-Mexican 1400-</p>	<p>Migration Pueblos Utes Apaches Spanish-Mexican Western Culture</p>	

<p>Books Graphic Organizers</p>	<p>White Contact: "Navajo "Long Walk" *Early Chiefs/Leaders</p>	<p>How do the 2 timeline events differ from each other?</p> <p>What do you think were the Navajo Historical Leader's reaction when the Treaty of 1868 was signed?</p> <p>How would it be different if the Leaders didn't make an agreement to sign The Treaty of 1868.</p>	<p>1600, the People immersed into the western culture today. Comprehension</p> <p>PO 8. Compare and contrast different stories of significant occurrences of past events, people, places or situations: identify how they contribute to the understanding of the past (e.g., trading, raiding, the practice of slavery, adoption of clothing style, farming practices, adoption of new words and new clans.</p>	<p>Trading Raiding Slavery Adoption Navajo Long Walk Bosque Redondo Chief/leaders</p>
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