

# Ganado Unified School District

## (Dine History/Government/9-12)

### PACING Guide SY 2022-2023

Timeline & Resources	Strand and Concept	Performance Objectives Level of Thinking	Introduce, Continue, Master	Student Friendly Objectives
<b>1st Quarter</b> *Origins of the Dine.  *Navajo Clan Legends.	Stand 1, Concept 3: Exploration and Colonization  Navajo Standards: S1C E1.P02 S4CE1.P01	<b>P0 3:</b> Compare the characteristics of religious beliefs and social patterns.  <b>NS-P02:</b> Exemplify the origin of Navajo clans & adopted clans. <b>NS-P01:</b> Identify his/herself in relation to his/her clan family relations through the understanding of traditional Navajo concept of k'e.  <b>Navajo Focus</b> - Dine Clans, Kinship and Respect & Values.  <b>ANALYSIS</b>	I, C, M	I will understand the purpose of the clans. I will identify the 4 major clans. I will create a clan shield or family crest.
*American Indian Citizenship in Balance.	Stand 1, Concept 2: Early Civilization.  Navajo Standards: S3CP7.P10 S3CE1.P03	<b>P01:</b> Native American citizenship and voting rights. <b>P03:</b> Examine the basic political, social responsibilities of citizenship. a. obeying the law, serving on juries, paying taxes, voting, and military service.  <b>NS-P010:</b> Describe forms of political involvement available in their community (chapter/council meetings, voting referendum/recall, etc.) <b>NS-P03:</b> Render community services to strengthen self/identify, person values & culture traits (cut firewood, yard work, adopt a grandparent, etc.)  <b>Navajo Focus</b> -Citizenship.  <b>SYNTHESIS</b>	I, C, M	I will define and interpret what blood quantum means. I will evaluate the issues that arise regarding blood quantum.
*American Indian Citizenship in Balance.	Strand 1, Concept 4: Revolution and New Nation.  Navajo Standards S3CP4.P01 S4CP8.P05	<b>P0 6:</b> Examine the perspectives and experiences of the Native Americans in the New Nation.  <b>NS-P01:</b> identify & describe significant historical periods & patterns of change within and across culture. <b>NS-P05:</b> Examine narratives describing a variety of American Indian migrations in different regions & The reason for the migration.  <b>Navajo Focus</b> – Early Navajo History/Dinetah.	I, C, M	I will evaluate why the explorers came to this continent. I will evaluate how the early Navajos lived in Dinetah.

		<b>SYNTHESIS</b>		
<p>*Dinetah, An Early History of the Navajo People.</p> <p>*The Unfinished Nation.</p> <p>*Dine, A History of the Navajo People</p>	<p>Strand 1, Concept 4: Revolution and New Nation.</p> <p>Navajo Standards S3CP4.P01 S4CP8.P05</p>	<p><b>P0 6:</b> Examine the perspectives and experiences of the Native American in the New Nation.</p> <p><b>NS-P01:</b> Identify &amp; describe significant historical periods &amp; patterns of change within and across cultures.</p> <p><b>NS-P05:</b> Examine narratives describing a variety of American Indian migrations in different regions &amp; the reason for the migration.</p> <p><b>Navajo Focus</b> – Spanish Contact</p> <p><b>EVALUATE</b></p>		<p>I will evaluate how and why the Spaniards came to the southwest.</p> <p>I will identify 10 words the Navajo adopted from the Spaniards.</p>

<b>Timeline &amp; Resources</b>	<b>Strand and Concept</b>	<b>Performance Objectives Level of Thinking</b>	<b>Introduce, Continue, Master</b>	<b>Student Friendly Objectives</b>
<p><b>2nd Quarter</b></p> <p>*Navajo Political Experience.</p>	<p>Stand 3, Concept 2: Structure of Government.</p> <p>Navajo Standards: S3CP4.P03 S1CP8.P03</p>	<p><b>P0 10:</b> Examine the sovereignty of tribal governments and their relationships to state and federal governments.</p> <p><b>NS-P03:</b> Explain the purpose of gov't &amp; analyze how its powers are acquired, used, and justified.</p> <p><b>NS-P03:</b> Compare &amp; contrast the early years of Navajo leadership, history &amp; government to present.</p> <p><b>Navajo Focus</b> – Traditional Navajo Government.</p> <p><b>EVALUATE</b></p>	I, C, M	<p>I will evaluate the purpose of government.</p> <p>I will illustrate my understanding of Navajo government thru a timeline.</p>
<p>*Navajo Political Experience.</p> <p>*Navajo Tribal Code.</p>	<p>Stand 3, Concept 2: Structure of Government.</p> <p>Navajo Standards: S1CE2.P08 S2CP6.P04</p>	<p><b>P0 10:</b> Examine the sovereignty of tribal governments.</p> <p><b>NS-P08:</b> Become familiar with the tribal government structure (1940 to present).</p> <p><b>NS-P04:</b> Interpret the significance of the Indian Citizenship Act, the Miriam Report of 1928, etc.</p> <p><b>NS-P05:</b> Comprehend how tribal sovereignty has evolved &amp; understand the tenets that establish tribal sovereignty.</p> <p><b>Navajo Focus</b> – Contemporary Navajo Government.</p> <p><b>ANALYSIS</b></p>	I, C, M	<p>I will illustrate my understanding of the Navajo Nation seal and flag through drawings.</p> <p>I will evaluate the reasons for Navajo government reform in 1989, Title II Amendments.</p> <p>I will analyze the 3 branches of Navajo government.</p>
<p>*Navajo Political Experience.</p> <p>*Navajo Tribal Code.</p>	<p>Strand 3, Concept 2: Structure of Government</p> <p>Navajo Standards S5CP6</p>	<p><b>P0 10:</b> Examine the sovereignty of tribal governments and their relationships to state and federal governments.</p> <p><b>NS-P6:</b> Because an active member of the community &amp; make positive contributions to the wellbeing of the community.</p>	I, C, M	<p>I will evaluate the reasons for Navajo government reform in 1989, Title II Amendments.</p> <p>I will analyze the 3 Branches of Navajo Government.</p>

	S3CP7.P09	<b>NS-P09:</b> Recognize other forms of social participation in community, volunteering, helping others, etc. <b>E4:</b> Examine persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA etc.)  <b>Navajo Focus</b> – Navajo Chapter Government. <b>SYNTHESIS.</b>		
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<b>Timeline &amp; Resources</b>	<b>Strand and Concept</b>	<b>Performance Objectives Level of Thinking</b>	<b>Introduce, Continue, Master</b>	<b>Student Friendly Objectives</b>
<b><u>3rd Quarter</u></b> *Origins of the Dine.  *Navajo Clan Legends.	Stand 1, Concept 3: Exploration and Colonization.  Navajo Standards: S1CE1.P02 S4CE1.P01	<b>P03:</b> Compare the characteristics of religious beliefs and social patterns.  <b>Navajo Focus</b> – Dine Clans, Kinship and Respect & Values.  <b>NS-P02:</b> Exemplify the origin of Navajo clans & adopted clans. <b>NS-P01:</b> Identify his/herself in relation to his/her clan family relations through the understanding of traditional Navajo concept of k'e.  <b>Navajo Focus</b> – Dine clans, Kinship and Respect & Values <b>ANALYSIS</b>	I, C, M	I will understand the purpose of the clans. I will identify the 4 major clans. I will create a clan shield or family crest.
*American Indian Citizenship in Balance.	Stand 1, Concept 2: Early Civilization.  Navajo Standards: S3CP7.P10 S3CE1.P03	<b>P01:</b> Native American citizenship and voting rights. <b>P03:</b> Examine the basic political, social responsibilities of citizenship. a. obeying the law, serving on juries, paying taxes, voting, and military service.  <b>NS-P010:</b> Describe forms of political involvement available in their community (chapter/council meetings, voting referendum/recall, etc.) <b>NS-P03:</b> Render community services to strengthen self/identify, person values & culture traits (cut firewood, yard work, adopt a grandparent, etc.)  <b>Navajo Focus</b> -Citizenship. <b>SYNTHESIS</b>	I, C, M	I will define and interpret what blood quantum means. I will evaluate the issues that arise regarding blood quantum.
*American Indian Citizenship in Balance.	Strand 1, Concept 4: Revolution and New Nation.  Navajo Standards S3CP4.P01 S4CP8.P05	<b>P0 6:</b> Examine the perspectives and experiences of the Native Americans in the New Nation.  <b>NS-P01:</b> identify & describe significant historical periods & patterns of change within and across culture. <b>NS-P05:</b> Examine narratives describing a variety of American Indian migrations in different regions & The reason for the migration.	I, C, M	I will evaluate why the explorers came to this continent. I will evaluate how the early Navajos lived in Dinetah.

		<b>Navajo Focus</b> – Early Navajo History/Dinetah. <b>SYTHESIS</b>		
*Dinetah, An Early History of the Navajo People.  *The Unfinished Nation.  *Dine, A History of the Navajo People	Strand 1, Concept 4: Revolution and New Nation.  Navajo Standards S3CP4.P01 S4CP8.P05	<b>PO 6:</b> Examine the perspectives and experiences of the Native American in the New Nation. <b>NS-P01:</b> Identify & describe significant historical periods & patterns of change within and across cultures. <b>NS-P05:</b> Examine narratives describing a variety of American Indian migrations in different regions & the reason for the migration.  <b>Navajo Focus</b> – Spanish Contact <b>EVALUATE</b>		I will evaluate how and why the Spaniards came to the southwest. I will identify 10 words the Navajo adopted from the Spaniards.
*Navajo Political Experience.  *Navajo Tribal Code	Stand 3, Concept 2: Structure of Government  Navajo Standards S1CE2.P08 S2CP6.P04	<b>PO 10:</b> Examine the sovereignty of tribal governments and their relationships to state and federal governments. <b>Navajo Focus</b> – Contemporary Navajo Government  <b>NS-P08:</b> Become familiar with the tribal governmental structure (1940 to Present). <b>NS-P04:</b> Interpret the significance of the Indian Citizenship Act, the Miriam Report of 1928, etc. <b>NS-P05:</b> Comprehend how tribal sovereignty has evolved & understand the tenets that establish tribal sovereignty.  <b>Navajo Focus</b> – Contemporary Navajo Government <b>ANALYSIS</b>	I, C, M	I will illustrate my understanding of the Navajo Nation seal and flag through drawings.
*Navajo Political Experience. *Navajo Tribal Code.	Strand 3 Concept 2: Structure of Government  Navajo Standards S5CP6 S3CP7.P09	<b>PO 10:</b> Examine the sovereignty of tribal governments and their relationships to stand federal governments. <b>NS-P6:</b> Become an active member of the community & make positive contributions to the well-being of the community. <b>NS-P09:</b> Recognize other forms of Social participation in community, volunteering, helping others, etc. <b>E4:</b> Examine persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA, etc.)  <b>Navajo Focus</b> – Navajo Chapter Government. <b>SYNTHESIS</b>	I, C, M	I will evaluate the reasons that led to the changes or government reform in 1989. I will examine the Title II Amendment of 1989. I will analyze the 3 Branch Navajo government.
*American Indian Citizenship in Balance.	Strand 3, Concept 4: Rights, Responsibilities & Roles of Citizenship  Navajo Standards S1CP1.P01 S3CP7.P010	<b>PO 3:</b> Examine the basic political and social responsibilities of citizenship. <b>NS-P01:</b> Examine persistent issues involving the rights, roles & status of the individual in relation to the general welfare. <b>NS-P010:</b> Describe forms of political involvement available in their community (chapter/council meeting, voting, rallies, etc.)  <b>Navajo Focus</b> – Citizenship	I, C, M	I will list 5 rights and responsibilities are a NN and U.S. citizen.



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<i>Timeline &amp; Resources</i>	<i>Strand and Concept</i>	<i>Performance Objectives Level of Thinking</i>	<i>Introduce, Continue, Master</i>	<i>Student Friendly Objectives</i>
<b>4th Quarter</b> * Dinetah, An Early History of the Navajo People. *The Long Walk. *Navajo Biographies Vol.1.	Stand 1, Concept 5: Westward Expansion.  Navajo Standards: S3CP4.P01 S1CE4.P07 S1CE4.P08	<b>PO 4:</b> Describe the impact of European-American expansion on the Native peoples.  <b>NS-P01:</b> Identify & describe significant historical period & patterns of change within and across cultures. <b>NS-P07:</b> Understand the factors affecting the course of local, regional & tribal disputes contributing to the settlement & resolutions (Lon Walk, Hweeldi, etc.) <b>NS-P08:</b> Understand the factors that led to the signing of the Treaty of 1886.  <b>Navajo Focus:</b> American Contact -1800's <b>EVALUATE</b>	I, C, M	I will evaluate the events that led to the Long Walk. I will draw and explain 1 of the 4 routes taken to Fort Sumner. I will evaluate the effects of the Fort Sumner experience on the Navajos.
*Navajo Political Experience.	Stand 3, Concept 2: Structure of Government  Navajo Standards: S1CP8.P03 S2CP5.P04	<b>PO 10:</b> Examine the sovereignty of tribal governments and their relationships to state and federal governments.  <b>NS-P03:</b> Compare and contrast the early years of Navajo leadership. <b>NS-P04:</b> Identify & describe significant historical periods and patterns of change within & across cultures e.g., the rise of nation-states & social, economic, & political revolution.  <b>Navajo Focus – Traditional Navajo Government.</b> <b>ANALYSIS</b>	I, C, M	I will analyze the traditional for of Navajo government, the Naachid. I will examine the qualities of a traditional headman.
*Navajo Political Experience. *Navajo Tribal Code.	Strand 3, Concept 2: Structure of Government.  Navajo Standards S3CP4.P03 S1CP8.P03	<b>PO 10:</b> Examine the sovereignty of tribal governments and their relationships to state and federal governments.  <b>NS-P03:</b> Explain the purpose of government & analyze how its powers are acquired, used, and justified. <b>NS-P03:</b> Compare and contrast the early years of Navajo leadership, history & government to present.  <b>Navajo Focus – Beginning of Navajo Government – 1900's</b> <b>ANALYSIS</b>	I, C, M	I will evaluate the purpose of government. I will illustrate my understanding of Navajo government through a timeline.