

Ganado Unified School District

(Dine History/Government/9-12)

PACING Guide SY 2021-2022

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

		Navajo Focus – Early Navajo History/Dinetah.		
		SYTHESIS		
*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	P0 6: Examine the perspectives and experiences of the Native American in the New Nation. NS-P01: Identify & describe significant historical periods & patterns of change within and across cultures. NS-P05: Examine narratives describing a variety of American Indian migrations in different regions & the reason for the migration. Navajo Focus – Spanish Contact		I will evaluate how and why the Spaniards came to the southwest. I will identify 10 words the Navajo adopted from the Spaniards.
		EVALUATE		

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

*Navajo Tribal Code.	Navajo Standards S5CP6 S3CP7.P09	<p>NS-P6: Because an active member of the community & make positive contributions to the wellbeing of the community.</p> <p>NS-P09: Recognize other forms of social participation in community, volunteering, helping others, etc.</p> <p>E4: Examine persistent issues involving the rights, roles & status of individuals (grazing issues, economic development, LGA etc.)</p> <p>Navajo Focus – Navajo Chapter Government. SYNTHESIS.</p>	I will analyze the 3 Branches of Navajo Government.
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Timeline & Resources	Strand and Concept	Performance Objectives Level of Thinking	Introduce, Continue, Master	Student Friendly Objectives
<p>3rd Quarter</p> <p>*Origins of the Dine.</p> <p>*Navajo Clan Legends.</p> <p>*American Indian Citizenship in Balance.</p>	<p>Stand 1, Concept 3: Exploration and Colonization.</p> <p>Navajo Standards: S1CE1.P02 S4CE1.P01</p>	<p>P03: Compare the characteristics of religious beliefs and social patterns.</p> <p>Navajo Focus – Dine Clans, Kinship and Respect & Values.</p> <p>NS-P02: Exemplify the origin of Navajo clans & adopted clans.</p> <p>NS-P01: Identify his/herself in relation to his/her clan family relations through the understanding of traditional Navajo concept of k'e.</p> <p>Navajo Focus – Dine clans, Kinship and Respect & Values ANALYSIS</p>	I, C, M	<p>I will understand the purpose of the clans.</p> <p>I will identify the 4 major clans.</p> <p>I will create a clan shield or family crest.</p>
<p>*American Indian Citizenship in Balance.</p>	<p>Stand 1, Concept 2: Early Civilization.</p> <p>Navajo Standards: S3CP7.P10 S3CE1.P03</p>	<p>P01: Native American citizenship and voting rights.</p> <p>P03: Examine the basic political, social responsibilities of citizenship. a. obeying the law, serving on juries, paying taxes, voting, and military service.</p> <p>NS-P010: Describe forms of political involvement available in their community (chapter/council meetings, voting referendum/recall, etc.)</p> <p>NS-P03: Render community services to strengthen self/identify, person values & culture traits (cut firewood, yard work, adopt a grandparent, etc.)</p> <p>Navajo Focus -Citizenship. SYNTHESIS</p>	I, C, M	<p>I will define and interpret what blood quantum means.</p> <p>I will evaluate the issues that arise regarding blood quantum.</p>
<p>*American Indian Citizenship in Balance.</p>	<p>Strand 1, Concept 4: Revolution and New Nation.</p> <p>Navajo Standards S3CP4.P01 S4CP8.P05</p>	<p>P0 6: Examine the perspectives and experiences of the Native Americans in the New Nation.</p> <p>NS-P01: identify & describe significant historical periods & patterns of change within and across culture.</p>	I, C, M	<p>I will evaluate why the explorers came to this continent.</p> <p>I will evaluate how the early Navajos lived in Dinetah.</p>

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

	Navajo Standards S1CP1.P01 S3CP7.P010	NS-P010: Describe forms of political involvement available in their community (chapter/council meeting, voting, rallies, etc.) Navajo Focus – Citizenship ANALYSIS		
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Timeline & Resources	Strand and Concept	Performance Objectives Level of Thinking	Introduce, Continue, Master	Student Friendly Objectives
4th Quarter * 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	PO 4: Describe the impact of European-American expansion on the Native peoples. NS-P01: Identify & describe significant historical period & patterns of change within and across cultures. NS-P07: Understand the factors affecting the course of local, regional & tribal disputes contributing to the settlement & resolutions (Lon Walk, Hweeldi, etc.) NS-P08: Understand the factors that led to the signing of the Treaty of 1986. Navajo Focus: American Contact -1800's EVALUATE	I, C, M	I will evaluate the events that led to the Long Walk. I will draw and explain 1 of the 4 routs 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	PO 10: Examine the sovereignty of tribal governments and their relationships to state and federal governments. NS-P03: Compare and contrast the early years of Navajo leadership. NS-P04: Identify & describe significant historical periods and patterns of change within & across cultures e.g., the rise of nation-states & social, economic, & political revolution. Navajo Focus – Traditional Navajo Government. ANALYSIS	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	PO 10: Examine the sovereignty of tribal governments and their relationships to state and federal governments. NS-P03: Explain the purpose of government & analyze how its powers are acquired, used, and justified. NS-P03: Compare and contrast the early years of Navajo leadership, history & government to present. Navajo Focus – Beginning of Navajo Government – 1900's ANALYSIS	I, C, M	I will evaluate the purpose of government. I will illustrate my understanding of Navajo government through a timeline.