

**GANADO HIGH SCHOOL  
NAVAJO LANGUAGE I  
PACING GUIDE  
SCHOOL YEAR 2021-2022**

**Teacher: Phyllis Tachine**

<b>TIME LINE</b>	<b>TOPIC/Resources</b>	<b>AZ Standards</b>	<b>Essential Questions</b>	<b>Learning Goals</b>	<b>Vocabulary</b>
Week 1          1 <sup>st</sup> 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?	<b>Cognitive Goal:</b> Use the Navajo Sound System to learn the following: Distinguish between individual sounds. <b>Comprehension:</b> 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        Tʼʼizi Łid        bá Tó Mósí Chidi Kʼos 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?	<b>Psychomotor Goal:</b> The student will listen, read, write, and speak simple Navajo words. <b>Analysis:</b> The student will be able to demonstrate ability to decipher the difference between the sounds of minimal pairs through listening.	ʼakʼah      koʼ łeʼ        kʼaaʼ dziil      kóó łeezh     níléí deesdoi    naakai siláo      beeldléí hastóí     séí
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?	<b>Cognitive Goal:</b> Apply the Navajo Sound System to build reading skills. <b>Comprehension:</b> The students will be able to distinguish between the long and short vowel sounds. <b>Application:</b> The student will be able to demonstrate their knowledge of syllabic breaks.	Hai        taosʼniiʼ Bááh      dibé Gah        yéego Hastiin    zábaąąh Jooł        ʼawééʼ Ké        náshdóí Lájish Maʼii

Week 4	Chapter 1: The Navajo sound	Standard 1: Communication:	How do you distinguish between the long and	<b>Comprehension:</b> 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. <b>Application:</b> 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'al
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?	<b>Cognitive Goal:</b> Apply the Navajo Sound System to build reading skills. <b>Comprehension:</b> The students will be able to distinguish between the long and short vowel sounds. <b>Application:</b> The student will be able to demonstrate their knowledge of syllabic breaks.	Łeezh naaldlooshii 'abini biba' 'aktso 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?	<b>Analysis:</b> Demonstrate ability to decipher the difference between the sounds of minimal pairs through listening. <b>Analysis:</b> 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?	<b>Analysis:</b> Demonstrate ability to decipher the difference between the sounds of minimal pairs through speech. <b>Synthesis:</b> 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 hakaáz' 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?	<b>Psychomotor Goal:</b> The student will read simple Navajo words, verbs, and sentences. <b>Knowledge:</b> Students will name various nouns, and pronouns.	Dibe hola Chidi naaltsoos Tseso diida Bikaa shinaai Ch'iiyaan sikaz Kwe'e t'oo 'ashdla neeznaa

Week 9	Chapter 2: Applying the Navajo Sound System <ul style="list-style-type: none"> <li>• Helpful Phrases</li> <li>• Reading &amp; Writing Exercises</li> <li>• Teacher made test</li> </ul>	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?	<b>Comprehension:</b> Students respond to commands that apply to the vocabulary of the classroom. <b>Comprehension:</b> 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 <sup>nd</sup> Quarter	Navajo Focus: My Immediate Family. Bił Kééhasht' 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?	<b>Analysis:</b> Students will use context clues to choose a postposition to be used in a sentence. <b>Analysis:</b> Student will prepare a statement as to why a name of strength is important for a Navajo infant. <b>Synthesis:</b> 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?	<b>Psychomotor Goal:</b> The student will ask questions of Navajo elders to enhance their learning of the Navajo language. <b>Comprehension:</b> 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?	<b>Presentation of Family Tree Knowledge:</b> 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

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?	<b>Synthesis:</b> The student will be able to write a composition about the items they consider beautiful. <b>Evaluation:</b> 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'iyaa 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 <b>Project</b> 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	<b>Synthesis:</b> The student will be able to write a composition about the items they consider beautiful. <b>Evaluation:</b> The students will be able to edit their classmates' writing. <b>Evaluation:</b> The students will be able to evaluate the accuracy with which their classmates read Navajo words, sentences, and compositions.	Ashhosh Iilwosh Baa nish'aah 'ei shaa ni'aah Dah diniilghaazh Naneeskaadi Baah dootl'izhi Beeso bisis beesh
Week 7	Navajo Focus: 'Ee' 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?	<b>Analysis:</b> Students will differentiate between imperfective, perfective, and future verbs. <b>Synthesis:</b> 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: 'Ee' 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?	<b>Analysis:</b> Students will relate the garments worn during the respective season. <b>Synthesis:</b> 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?	<b>Knowledge:</b> Students will name various nouns, and pronouns.	All previous vocabulary

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Week 1  3 <sup>rd</sup> Quarter	Chapter 10 Our Body and Care of It: Saad Aniidíígíí: shits'íis: 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?	<b>Analysis:</b> Explain how respecting themselves leads to the respect of others. <b>Synthesis:</b> Compose compositions that reflect the students' respect of themselves.	Shis'íis Shitsiits'íin Shigaan Shoozhnii Shijaad Shikee'
Week 2	Chapter 10 Our Body and Care of It: page 115-121 <ul style="list-style-type: none"> <li>• Building Speaking and Comprehension Skills</li> <li>• Building Reading Skills</li> </ul>	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?	<b>Cognitive Goal:</b> Students will participate in all class activities to promote learning of subject matter. <b>Synthesis:</b> 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?	<b>Psychomotor Goal:</b> Students will read and comprehend simple Navajo words, verbs, and sentences. <b>Synthesis:</b> Students will translate English sentences into Navajo sentences. <b>Synthesis:</b> 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?	<b>Psychomotor Goal:</b> Students will read and comprehend simple Navajo words, verbs, and sentences. <b>Synthesis:</b> Students will translate	Alkaad Taa'nii Toshchiin 'atoo'

	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. <b>Synthesis:</b> 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?	<b>Comprehension:</b> Students will match the future verbs with words that depict the future. <b>Application:</b> Students will speak sentences using new names of subjects, verbs, and direct objects. <b>Analysis:</b> 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?	<b>Comprehension:</b> Students will match the future verbs with words that depict the future. <b>Application:</b> Students will speak sentences using new names of subjects, verbs, and direct objects.	'alchini beenaagehi 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?	<b>Synthesis:</b> Students will illustrate a strategy of a game. <b>Synthesis:</b> 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.		<b>Synthesis:</b> Summarize a personal experience of participating in a game. <b>Psychomotor Goal:</b> 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			<b>Knowledge:</b> Extend upon prior knowledge.	All previous vocabulary



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Week 1 Week 2  4 <sup>th</sup> Quarter	Navajo Focus: Work and Work Place- Na'anish dóó Na'anishgi <b>Re: Page 175</b> 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?	<b>Knowledge:</b> The students will be able to state compensation for work. <b>Synthesis:</b> Students will compose a short story using the new words learned in Chapter 14. <b>Evaluation:</b> 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?	<b>Analysis:</b> Students will differentiate selected verbs by person, number, and mode. <b>Analysis:</b> Students will identify the correct verb to discuss the activity in the pictures. <b>Synthesis:</b> 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	<b>Knowledge:</b> Students will define the vocabulary of money. <b>Analysis:</b> Students will be able to diagram a number translated into Navajo.	Nazbas T'aala'i Naaki Taa Dii

	Book-Pages 207-213(WB) pg. 120-129	target language on a variety of topics to listeners and readers.	the cost of expensive items?	<b>Analysis:</b> 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?	<b>Knowledge:</b> Students will define the vocabulary of money. <b>Analysis:</b> Students will be able to diagram a number translated into Navajo. <b>Analysis:</b> 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?	<b>Synthesis:</b> Write a dialogue between two people to include vocabulary regarding time based on a clock. <b>Application:</b> Label the time of day and night based on traditional time	Johonaa'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?	<b>Knowledge:</b> Extend upon prior knowledge. <b>Evaluation:</b> Conclude the difficulty of the Navajo sense of time.	K'ad sha dikwiidi'oolkil Dikwiidi sha'oolkil? Doo alni'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.		<b>Knowledge:</b> Extend upon prior knowledge.	All previous vocabulary

