

**Ganado High School Pacing Guide
Diné Language II
School Year 2021-2022**

Ms. Phyllis Tachine, Teacher

TIME LINE	TOPIC/Resources	AZ Standards	Essential Questions	Learning Goals	Vocabulary
Week 1 1st Quarter	Chapter 17: ‘Oo’11 doo ‘Oolki igii Navajo Version of Telling Time	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you convert time stated in Navajo time according to the clock? How will you explain the Navajo time chart?	Cognitive Goal: Students learn to tell time based on a clock. List the vocabulary of traditional time in proper sequence. Extend upon prior knowledge. Comprehension: I will be able to convert time stated in Navajo to time according to the clock. Explain the Navajo time chart.	Ha’ii’3 ‘ab7n7 de7’adeez’3 k’ad65’aln44’aah ‘alni’n7’3
Week 2	Chapter 17: ‘Oo’11 doo ‘Oolki igii Navajo Version of Telling Time	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you write a dialogue based upon time? How does the environment affect a traditional Navajo day?	Psychomotor Goal: The student will write a dialogue based upon time. Synthesis: The student will discover how the environment affects a traditional Navajo day. Students will tell time in Navajo by half hour.	‘alni’n7’33 d00 bik’ij8’ Yaa’a’ deez’3 hii[ch’8’ ‘e’e’aah ni’hootsoii ni’hooj99 hi[iij99 k’ad64 t[‘44
Week 3	Chapter 18: Din4 Bik4yah Navajo Reservation	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How is the Hopi Res. different from Navajo Res.? How will you describe your home area using selected words?	Cognitive Goal: Students will draw the Treaty Reservation into a map that contains Navajo communities. Analysis: Students will outline the growth of the Navajo Reservation. Analysis: Students will diagram their home area using land boundaries.	shik4yah ‘atiin [99 bitiin Dib4 bitiin tsinaab22s bitiin ‘an7t’i’ bikooh
Week 4	Chapter 18: Din4 Bik4yah Navajo Reservation	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you compile aspects that portray the beauty of the Navajo Reservation?	Cognitive: The students will be learn the early history of the Navajo Reservation. Synthesis: Students will compile aspects that portray the beauty of the Navajo Reservation. Synthesis: Students will tell the value	Dine bikeyah Sis Naajini Tsoodzil Dook’o’oosliid Dibe Nitsaa

				of citizenship among the American Indian people	
Week 5	Chapter 19: T[0odi Adahoot'4h7g77 Weather	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you diagram the position of the moon and weather changes that can be predicted by it?	Analysis: Diagram the position of the moon and the weather changes that can be predicted by it. Analysis: Outline the traditional activities dictated by the seasons. Synthesis: The student will compile a week's weather data.	Sh9 'Aak'ee Hai Daan
Week 6	Chapter 19: T[0odi Adahoot'4h7g77 Weather	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you compile a week's weather report based upon information from the media?	Synthesis: Compile a week's weather report based upon information from the media. Synthesis: Compile a list of words that denote changes in the weather. Synthesis: The student will compile a week's weather data.	K'os n7yol Honeez717 n7ch'ih naan1honoogah h0zh0n7 ni'dizho[
Week 7	Chapter 19: T[0odi Adahoot'4h7g77 Weather	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you maintain a log of weather changes within one week's time?	Comprehension: Write a weather report for spring, summer, fall and winter seasons. Psychomotor: The student will maintain a log of weather changes within one week's time.	naha[tin n7l0 n7chx77l '1h7 'ahi ni nikidooldoh Deesk'aaz Didoolk'as
Week 8	Chapter 20: Ch'aa Na'ad1 Traveling	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you identify the grammatical parts of a sentence?	Analysis: Identify the grammatical parts of a sentence. Analysis: Outline the various positive/negative issues that impact transportation during each season on the Navajo Reservation.	Chidi nimazi Chidi bikee'ji adeezahi Dzi'izi Chidi tsoh Tsinaabaas Chidi naat'a'i
Week 9	Chapter 20: Ch'aa Na'ad1 Traveling	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	Why is it important to identify the road conditions during each season?	Analysis: Distinguish between verb-based nouns and descriptive nouns. Analysis: Identify the road conditions during each season. Synthesis: The student will formulate sentences that tell time of day,	Shil deeswod Nil yilwol Yaa ni deetiin Ha'atiin Naaskai 'atiin idleezh

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Week 1 2 nd Quarter	Chapter 21: Din4 Bina'nitin Navajo Teaching	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.	How will you write a composition using verbs?	Analysis: Students will identify ten intangible gifts Navajo elders shared with them. Analysis: The student will outline ten ways the intangible gifts from the elders have personally helped them.	Baa 'ahashya Ba baa 'ahashya Na 'nishtin Ni'di'neeshtii Na'Neetaa Bina'nishtin
Week 2	Chapter 21: Din4 Bina'nitin Navajo Teaching	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.	Explain ten positive characteristics that you can gain from Navajo elders. How would you write a composition using selected verbs?	Synthesis: Point out ten positive characteristics students can gain from Navajo elders. Synthesis: Write a composition using selected verbs.	Bina'dineeshtii Bina'netaa' Dine bina'nitin Dine bi'l'ool'iil
Week 3	Chapter 21: Din4 Bina'nitin Navajo Teaching	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.	How will you draw observation from interviews with elders?	Synthesis: Compile fifteen events that Navajo elders recall had an impact on Navajo teaching. Synthesis: Draw observation from interviews with elders.	Nitsahakees Nahat'a Iina Sih Hasin
Week 4	Chapter 22: D1'ak'eh d00 D1'ak'eh Bina'anish	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	Why would you compile data regarding the preparation of planting of da'ak'eh?	Analysis: Identify when vegetables are to be planted according to Navajo teaching. Synthesis: Compile data regarding the preparation for planting of da'ak'eh.	Naadaa Ch'eeh jiyaan Naayizi Ta'neesk'ani Naa'oli Nimasii Tl'ohchin

Week 5	Chapter 22: D1'ak'eh d00 D1'ak'eh Bina'anish	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How would you compose a dialogue between two people where the da'ak'eh is discussed?	Analysis: Outline the process of storing fruits. Synthesis: Compose a dialogue between two people where the da'ak'eh is discussed.	Nahashgod To bil niheka K'idishle K'idadeelya
Week 6	Chapter 22: D1'ak'eh d00 D1'ak'eh Bina'anish	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How do you plan to outline the process of harvesting vegetables?	Analysis: Outline the process of harvesting vegetables. Analysis: Identify when fruits are to be planted. Synthesis: Explain the reason for ten taboos.	Toshjeeh To bee naadlo'i To bee naat'ahi
Week 7	Chapter 23: T0 d00 T0 Baa 'Ah1y32gi	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How are you going to write a composition centered around one verb within each conjugation?	Synthesis: Write a short story about each picture in Chapter 23 Synthesis: Write a composition centered around one verb within each conjugation.	Be'ak'id To yilwodi To hahadlee To haali Da dees'in Yas bitoo' To siyi
Week 8	Chapter 23: T0 d00 T0 Baa 'Ah1y32gi	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How do you plan to make the chart to place the responses of the elders?	Analysis: Conduct a grammatical analysis on selected sentences. Analysis: Students will place the responses of the elders in a chart.	Beesh naabali Toshjeeh To nili To yilk'ol To yinah To ditxa
Week 9	Review All vocabulary for this quarter.			Students will write a short story using as many vocabulary as possible. Teacher made test will be given.	

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TIME LINE	TOPIC/Resources	AZ Standards	Essential Questions	Learning Goals	Vocabulary
Week 1 3 rd Quarter	Chapter 24: Din4 Bil99'	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	Why did the Dine people depend on livestock for Navajo economy?	Analysis: Students point out how sheep and goat contribute to the Navajo economy. Analysis: I will distinguish between historical accounts and fiction depending on information related in interviews with Navajo elders.	Lii dibe beeashii tl'izi gidi/mosi leechaa'i tl'izi yazhi
Week 2	Chapter 24: Din4 Bil99'	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you devise a timeline for major historical events from the acquisition of livestock to current times?	Synthesis: I will devise a timeline for major historical events from the acquisition of livestock to current times Synthesis: The student will create a composition using 10 preselected conjugated verbs.	Dibe yazhi Le'I yazhi Gh yaazh Telii Dzaaneez Ma'ii
Week 3	Chapter 24: Din4 Bil99'	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you create a composition in the imperfective mode? How will create a composition in the perfective mode?	Synthesis: I will create a composition in the imperfective mode. Synthesis: I will create a composition in the future mode. Synthesis: Students will create a composition in the perfective mode.	Yinishleeh Dayiniidleeh Ba'niljool Bada'niljool
Week 4	Chapter25: N1hidz77d Adawoly4h7g77	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you compare traditional activities that takes place in the home with that which is listed in the textbook?	Analysis: The students will explain the literal meaning of each month. Synthesis: Students will compare traditional activities that take place in the home with that which is listed in the textbook.	Ghaaji Nilch'ih Ts'osi Nilch'ih Tsoh Yas Nilt'ees
		Standard 1: Communication:	How will you predict	Synthesis: Students will compose a short story, which include time, season,	Atsa Biyaazh Woozhch'iid

Week 5	Chapter 25: N1hidz77d Adawoly4h7g77	Students understand and interpret written and spoken communication on a variety of topics in the target language.	weather conditions based upon past weather patterns?	month, specific date, and place. Synthesis: The students will predict weather conditions based upon past weather patterns.	Taa Chil Taa Tsoh
Week 6	Chapter 25: N1hidz77d Adawoly4h7g77	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How will you explain the reason for teaching regarding the summer rains?	Analysis: Outline the activities for planting corn in the da'ak'eh Synthesis: The student will explain the reason for teaching regarding the summer rains.	Ya'iishjaash Chili Ya'iishjaah Tsoh Bini' Anit'aa Ts'osi Bini' Anit'aa Tsoh
Week 7	Chapter 26: T'1adoo L4'4 Nidaajaah7g77	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How would you categorize items to be handled by their shape and correct handling verb.	Analysis: Conjugate each future handling verb by distinguishing the subject prefix. Synthesis: Categorize items to be handled by their shape and correct handling verb.	Nishkaah Nika Nishtiih Nita Nishjool Niyih nishtleeh
Week 8	Chapter 26: T'1adoo L4'4 Nidaajaah7g77	Standard 1: Communication: Students understand and interpret written and spoken communication on a variety of topics in the target language.	How are going to use future handling verb to compose short stories?	Synthesis: Categorize items to be handled by their appearance and correct handling verb. Synthesis: Compose 11 short stories using each future handling verb.	Nish'aah Nishjaah Nishteesh Nishtsoos Nishniil Ninil nishheeh
Week 9	Review All vocabulary for this quarter.			Students will write a short story using as many vocabulary as possible. Teacher made test will be given.	

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Week 1 4 th Quarter	Chapter 27: !d3agi Saad Daab1h7g77 Eating Verbs	Standard 4: Culture Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately.	How will you identify each food item dictates the verb that will be applied?	Analysis: Students will identify how each food item dictates the verb that will be applied. Analysis: I will place using a chart the various ways food items from animals can be prepared.	Yish’aal Deesh’a[Yi’aal Yists’--s Deests’-s Yits’==z
Week 2	Chapter 27: !d3agi Saad Daab1h7g77 Eating Verbs	Standard 4: Culture Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately.	How will you compose dialogue between individuals as they discuss likes and dislikes of food?	Synthesis: The student will compile a list of traditional healthy foods. Synthesis: The student will compose dialogues between individuals as they discuss likes and dislikes of food.	Yishnaad deeshna[y7[n1 l d deeshghal yishghal yishchozh deeshchosh yilchozh
Week 3	Chapter 27: !d3agi Saad Daab1h7g77 Eating Verbs	Standard 4: Culture Students know “what to do when” and “what to say while doing it” in the culture and use this knowledge to interact appropriately.	How would you explain the significance of food in the traditional Navajo wedding?	Synthesis: Students will explain the significance of food in the traditional Navajo wedding. Synthesis: Students will write a short story about each eating verb category.	Yists’eeh Deests’ah Yilts’ee deeshdil yishdeel yishdeel yishkid
Week 4	Chapter 28: Textures, Shapes, Colors & Sound Effects	Standard 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.	How will you classify items that may be identified by their texture?	Analysis: The students will classify 10 items that may be identified by their texture. Analysis: Students will classify 10 items that may be identified by their shape.	Ni’deesch’ah Alt’aa’i Doolghas Doolk’ool Dich’iizh Dit’ih

Week 5	Chapter 28: Textures, Shapes, Colors & Sound Effects	Standard 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.	How will you construct a paragraph that will describe selected textures?	Synthesis: Students will create a display of categorized items using the items in their home. Synthesis: Students will construct a paragraph that will describe selected textures.	Dilkoooh Dishoh Disxos Ditxa Diwol Naana' Naatxeel
Week 6	Chapter 28: Textures, Shapes, Colors & Sound Effects	Standard 5: Connections: Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.	How will you distinguish colors found in the environment and point out shapes?	Analysis: Students will point out shapes in the environment. Analysis: Students will distinguish colors found in their environment Synthesis: Students will construct a paragraph that will describe selected colors.	Nitl'iz Sigan Yilchaazh Yilzhooli Yishch'il
Week 7	Chapter 29: Din4 Biw11shindoon	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.	How will you point out ways the U.S. government imposed their form of government on the Navajo people?	Analysis: Students will point out ways the U.S. government imposed their form of government on the Navajo people. Analysis: Explain the benefits of local empowerment.	Beesh baah dah si'ani Taa' naaznili Naaltsoos iil'ini Dibe binanit'a'i
Week 8	Chapter 29: Din4 Biw11shindoon	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.	How will you compare the effectiveness of local empowerment with the current form of government?	Synthesis: Students will solve problems that affect current Navajo communities. Synthesis: Students will compare the effectiveness of local empowerment with the current form of government.	Naaltsoos dootl'zhi E'esh'aad Gooldi bil haz' aniji Alah aleeh Bii' alah na'adlee Taa' naaznili bikin si'anigi
Week 9	Chapter 29: Din4 Biw11shindoon Treaties	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.	How will you explain what led to the reorganization of the Navajo Nation government in 1989?	Synthesis: Students will explain what led to the reorganization of the Navajo Nation government in 1989. Synthesis: Students will imagine Navajo life without the Navajo chapter system.	Nihinaat'aanii bil haz'aniji Alaaji' dah sidahi Kinahalgaiidi Waashinidoon