

**PACING Guide SY 2020-2021**

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Week One -Student interaction with clan identity - <u>Dinetah</u> , Chapter 1 “The First Navajos”	NNStds: S1CF1PO1-Demonstrate social-cultural-historical understanding of their own extended clan family history through maternal and paternal context.	Where do Navajo People come from?  How and why do I need to use the clan/kinship system of the Navajo People?	Lay a foundation of understanding in the traditional social and historical process of understanding family and community dynamics in relationships.	Asdz33 N11dleeh7,  TPR TERMS:  Kinyaa’11nii Hon1gh1hnii Hasht[’ishnii T0d7ch’iinii  Sh1d7 Shideezh7 Sh7naa7 Shitsil7  K’4,
Week Two -Cornell Notes -PowerPoint on Anasazi and Pueblo People - <u>Dinetah</u> , Chapter 2	NNStds: S1CF1PO1-Demonstrate social-cultural-historical understanding of their own extended clan family history through maternal and paternal context.	Is there an explainable connection of Navajo Clan origins with the Pueblo and Anasazi People?	Bring together pieces of oral stories into real places, people, and events of the past into the Navajo land and connect to the clan identity and usage of today.	Emergence Migration Athabaskan Anasazi Pueblo/Kiis11nii Theory Origin Story

“The Pueblos”				
Week Three - <u>Dinetah</u> , Chapter 3 “A Changing Tribe”	NNStds S1CF1PO6: TSWBAT...demonstrate an understanding that migration of people at different times and places viewed the world and places differently ( e.g., the people of Dinetah and the People’s first contact with the <u>Pueblos</u> , Utes, Apaches and Spanish-Mexican 1400-1600, the people immersed into the western culture today).	Is there an explainable connection of Navajo Clan origins with the Pueblo and Anasazi People?  Where is my personal clan history derived from in a literal and physical sense?	Define the language explanation of clan names especially those that are readily recognizable like the Honey-Comb-Rock-People etc.	TPR TERMS: Ha’a’ah Sh1di’11h E’e’ah N1hok-s Sisnaajin7 Tsoodzi[ Dook’o’oos[77d Dib4 Nitsaa, Ch’00I9’7 Dzi[n1’oodi[ii Hai Daan Sh9 Aak’ee
Week Four - <u>Dinetah</u> , Chapter 4-5-6 “The Spaniards”, “The Spaniards Settle New Mexico”, and “The Horse”	NNStds S1CF1PO7: TSWBAT...identify ways in which culture influence people’s perception of places and regions (i.e., Hopi on the Mesa, <u>Navajo within the Four Sacred Mtns.</u> , Apache in the White Mtns., etc.).	In what ways do the Navajo People retain perceptions of their origins and homeland?  How can we as People explain the cross-cultural and shared values of today?	Acquire examples and describe the importance of cultural unity and diversity within and across groups (i.e., acceptance of cross-cultures and creation of new clans).	Haj77n44d44 Political History Indigenous Stories Culture Clash Ethnocentric Eurocentric
Week Five	NNStds: S1CF1PO6- TSWBAT...demonstrate an	What are some of the earliest	Students will be able to relate the terminology from	Navajo Philosophy Cardinal Directions

<p><u>Dinetah</u>, Chapter 7 “The Pueblo Rebellion”</p>	<p>understanding that migration of people at different times and places viewed the world differently (e.g., the people of Dinetah and the People’s first contact with the Pueblos, Utes, Apaches and <u>Spanish-Mexican 1400-1600</u>, the immersed into the western culture today).</p>	<p>adaptations that the Dineh picked up and made it uniquely Navajo as a result?</p>	<p>history as the different cultures lend goods, trade, and borrow many items of culture and ceremony for example.</p>	<p>Naay44’ K’ehgo d00 H00zh0j7 K’ehgo Na’nitin</p> <p>TPR Terms:</p> <p>Nits1h1kees Nahat’1 Iin1 Sii’hasin</p> <p>{ich77’ {itso Doot[’izh G77nse Naakiy11l D99y11l Hast33y11l T’11[1’7 B44so</p> <p>The Pope vs Pop4</p>
<p>Week Six <u>Dinetah</u>, Chapter 8 “Learning New Ways”</p>	<p>NNStds: S1CF1PO8- TSWBAT...compare and contrast different stories or 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</p>	<p>Learning New Ways – What changes come about as cultures clash throughout 18<sup>th</sup> and 19<sup>th</sup> century history in Dinetah?</p>	<p>Identify and describe in short details the complete changes from living in Dinetah to the present day Navajo land boundaries.</p>	<p>TPR TERMS:</p> <p>Nits44skees Nahash’1 Hinishn1 Siihnisin</p> <p>Shim1 Shizh4’4 Shim1s1n7</p>

	of clothing style, farming practices, adoption of new words and new clans).			Shicheii Ceremony Weaving Livestock
Week Seven <u>Dinetah</u> , Chapter 9 “Narbona”	<p>NNStds: S1CF1PO8-TSWBAT...compare and contrast different stories or significant occurrences of past events, <u>people</u>, 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>NNStds: S2CF3PO7-TSWBAT...identify and describe types of territorial units; describe the characteristic of political units; explain how and why people compete for control of earth’s surface and resources as exemplified by being able to research, write, and illustrate a geographic history of a state;</p>	Dinetah-Is the emergence of the First leader(s), Naat’aanii and Narbona the root behind the modern name of Navajo?	Students will explore the root of modern day leadership in the Navajo leadership by working in cooperative settings.	<p>TPR TERMS:</p> <p>Shim1 Y1zhi Shizh4’4 Y1zh7 Shib7zh7 Shid1’7</p> <p>Naabaahii Navahu Navajo/Navajo Naat’11nii</p>

	identifying Indian control and occupation of the land			
Week Eight <u>Dinetah</u> , Chapter 10 “The Mexicans”	<p>NNStds: S4CF3PO1-TSWBAT...demonstrate an ability to use correct vocabulary associated with time such as past, present, future and long ago; read and construct simple time lines; identify examples of change; and recognize examples of cause and effect relationships (e.g., American Contact 1846-1870, <u>Treaties with Mexicans</u> and Waashindoon).</p> <p>NNStds: S1CF3PO4-TSWBAT...describe and compare ways in which people of various cultures express, influence behaviors and values; relate to and deal with their physical environment and social conditions (e.g. Oral history, preservation of their languages, cultures, stories, music, artistic creation, customs and ceremonies).</p>	The Mexicans-What changes and conflicts do the Navajo have to experience during this political change?	Students will explain in short descriptors the major components of cultural changes and influences between the leaders of the Mexican government and the Navajo Headmen and family groups.	<p>TPR TERMS:</p> <p>Shin1I7 Asdz33 Shin1I7 Hast88 Shid1'7' Shiy11zh</p> <p>Haj77n44</p> <p>TPR TERMS:</p> <p>Ni'hodi[hi[ Ni'hodot['izh Ni'haltso Ni'halgai</p>

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<p>Week Nine *research week</p>	<p>NNStds:S2CF3PO1-TSWBAT...describe and compare how various American Indian tribes have historically satisfied their basic economic needs and wants through the production of goods in different regions of North America (e.g., hunting, fishing, seed and plant gathering, farming, trading, arts and crafts);</p> <p>PO6-TSWBAT...research and trace the reasons for growth and declination of various American Indian settlements (e.g., Mississippian Mound culture, Chaco Canyon culture, Aztec and Mayan cultures, Hopi, Tewa, and Navajo culture); and</p> <p>PO7-TSWBAT...identify and describe types of territorial units;</p>	<p>How are other Native American tribes and different and similar to the Navajo people?          What are some shared issues and experiences of these other early Americans?</p>	<p>To engage the student in an online and text source research project and convert all findings into a PowerPoint presentation for the class members. *This will be spaced out through the quarters to allow enough flexibility in the student preparation.</p>	<p>Naaly4h4</p> <p>TPR TERMS:</p> <p>L1ts7n7          Yoostsah          Yoo'          Jaat[00[</p> <p>Yoo[gai          Doot['izhii          Dichi[7          B11shzhin7</p> <p>Reservation          Treaty          Supreme Court</p>

	<p>describe the characteristic of political units; explain how and why people compete for control of earth's surface and resources as exemplified by being able to research, write and illustrate a geographic history of a state; Identifying Indian control and occupation of the land.</p>			
<p>Week Ten -Dinetah, Chapter 11 “The Struggle For Peace”</p>	<p>NNStds: S4CF3PO1- TSWBAT...demonstrate an ability to use correct vocabulary associated with time such as past, present, future and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships (e.g. American Contact 1846-1870, <u>treaties with Mexicans</u> and Waashindoon).</p> <p>NNStds: S1CF3PO4- TSWBAT...describe and compare ways in which people of various cultures express, influence behaviors and values; relate to and deal with their physical environment and social</p>	<p>The Struggle For Peace- What kinds of challenges are the Navajo People in the period of 1820-1850?</p> 	<p>The students will display a variety of approaches to learning the history of a given period through listening-speaking-reading-writing.</p>	<p>TPR TERMS:</p> <p>Ni' N7[ch'i T0 K-'</p> <p>Headman/Chief Band</p>

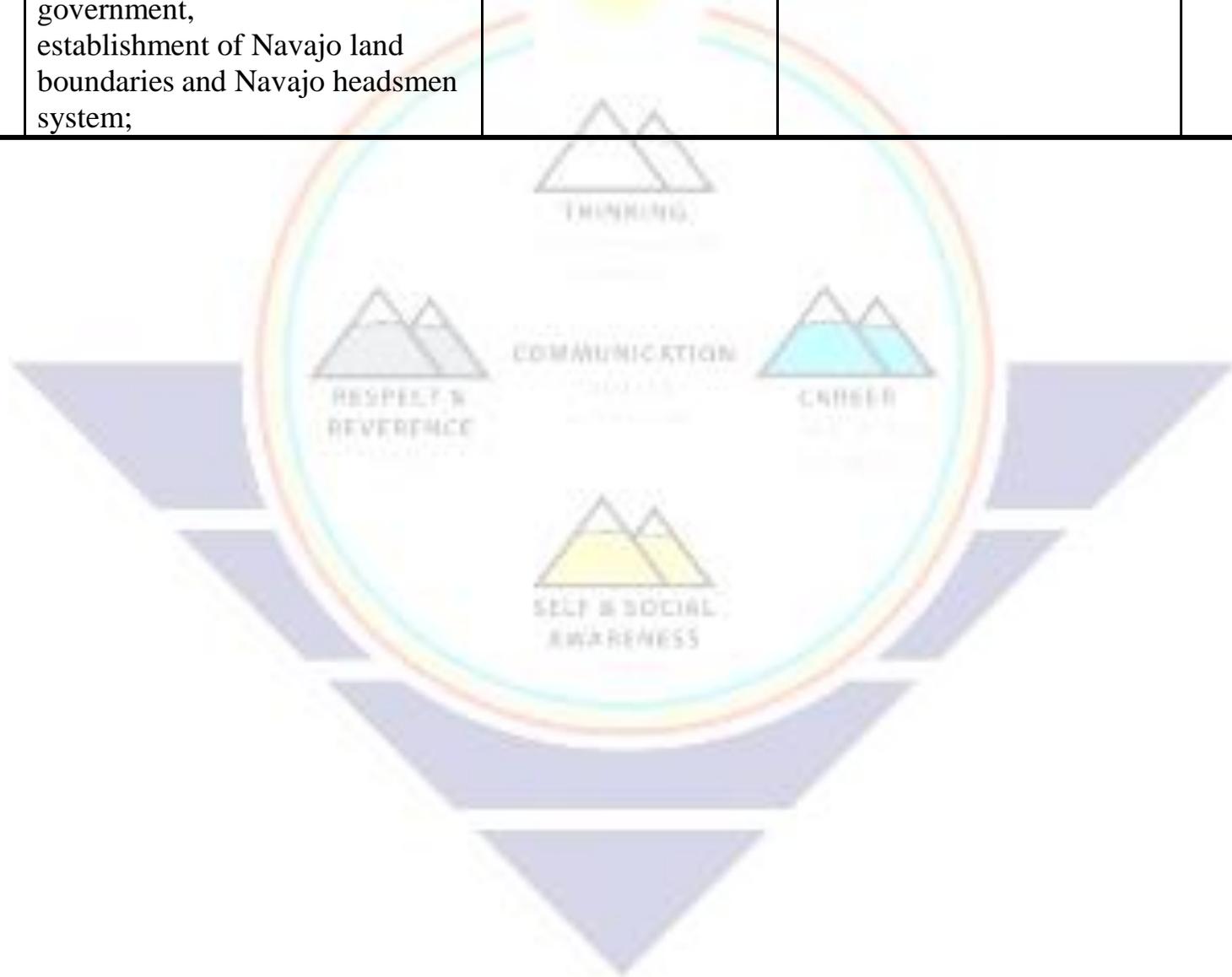
	conditions (e.g. Oral history, preservation of their languages, cultures, stories, music, artistic creation, customs and ceremonies).			
Week Eleven -Dinetah, Chapter 12 “The Americans”	<p>NNStds: S4CF3PO1-TSWBAT...demonstrate an ability to use correct vocabulary associated with time such as past, present, future and long ago; read and construct simple time lines; identify examples of change; and recognize examples of cause and effect relationships (e.g., <u>American Contact 1846-1870</u>, <u>treaties with Mexicans</u> and <u>Waashindoon</u>)</p> <p>NNStds: S2CF3PO7-TSWBAT...identify and describe types of territorial units; describe the characteristic of political units; explain how and why people compete for control of earth’s surface and resources as exemplified by being able to</p>	<p>The Americans- What part of this political confusion towards the Navajo do they contribute to?</p>	<p>Students will enhance their understanding with an overall comparison and contrast of the Spanish and American influences towards the Navajo political history.</p>	<p>TPR TERMS:</p> <p>!t11 An11 Ajaa’ Aada’</p> <p>Civil War Confederacy/Union Mexican Independence</p>

	research, write, and illustrate a geographic history of a state; identifying the Indian control and occupation of the land.			
Week Twelve -Dinetah, Chapter 13 “Broken Promises”	<p>NNStds: S4CF3PO1-TSWBAT...demonstrate an ability to use correct vocabulary associated with time such as past, present, future and long ago; read and construct simple time lines; identify examples of change; and recognize examples of cause and effect relationships (e.g., American Contact 1846-1870, <u>Treaties with</u> Mexicans and <u>Waashindoon</u>).</p> <p>NNStds: S1CF1PO8-TSWBAT...compare and contrast different stories or significant occurrences of past events, people, places or situations; identify how they contribute to understanding of the past (i.e., trading, raiding, the practice of slavery, adoption of clothing style, farming practices, adoption of new words and new clans).</p>	<p>Broken Promises - What kinds of challenges are facing Navajo people in this period of 1848-1860?</p>	<p>The students will display a variety of approaches to learning the history of a given period by speaking, reading, listening, and writing.</p>	<p>TPR TERMS:</p> <p>Haashch'44[ti'7 Haashch'44shzhin T0neeni7 Gh33'ask'idii Naay44' Neezgh1n7 T0b1j7shch7n7 Hataa' Bich'8 Nijizh11zh</p>

<p>Week Thirteen -<u>Dinetah</u>, Chapter 14 “Fort Defiance”</p>	<p>NNStds: S4CF3PO1- TSWBAT...demonstrate an ability to use correct vocabulary associated with time such as past, present, future and long ago; read and construct simple time lines; identify examples of change; and recognize examples of cause and effect relationships (e.g., American Contact 1846-1870, <u>Treaties with Mexicans</u> and Waashindoon).</p> <p>NNStds: S2CF3PO7- TSWBAT...identify and describe types of territorial units; describe the characteristics of political units; explain how and why people compete for control of earth’s surface and resources as exemplified by being able to research, write, and illustrate a geographic history of a state; identifying the Indian control and occupation of the land.</p>	<p>The Treaties and Fort Defiance-What problems arise from the invention of Treaties between the Navajo and the newcomers, the Americans?</p>	<p>Students will enhance their understanding with an overall comparison and contrast of the American influences towards the Navajo political history.</p>	<p>TPR TERMS:</p> <p>!sh88 Bii’t0 Hahodzo Dib4 Nitsaa Hahodzo Yoot0 Hahodzo Hoozdo Hahodzo</p> <p>Fort Defiance Fort Wingate Fort Marcy Fort Sumner Fort Sill</p>

<p>Week Fourteen -<u>Dinetah</u>, Chapter 15 “Land On Fire”</p>	<p>NNStds: S4CF3PO1-TSWBAT...demonstrate an ability to use correct vocabulary associated with time such as past, present, future and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships (e.g. <u>American Contact 1846-1870</u>, treaties with Mexicans and Waashindoon).</p>	<p>What does the title and phrase, Land On Fire, infer and indicate in the pages of Navajo history?</p>	<p>Students will describe the decades of history pertaining to the Civil War and its impact on the conflict between the Americans and the Navajo by using many vocabulary terms.</p>	<p>TPR TERMS: {igai Doot[‘izh {itso {izhin  Zarcillos Largos Manuelito Ganado Mucho Barboncito</p>
<p>Week Fifteen -<u>Dinetah</u>, Chapter 16 “The Long Walk”</p>	<p>NNStds:S4CF1PO7-TSWBAT... identify and describe examples of tension between individual beliefs and governmental policies (e.g., Hopi and Navajo land dispute, livestock reduction of 1934, American Indian Freedom of Religion Act, American Indian Movement and Coalitions).</p>	<p>How did the early U.S. Government and Canadian Government amass all Native people to be treated the same despite the variety of cultural values and languages?</p>	<p>To engage students in the conversation of a healing through discovery of intentions and ideals being forced upon people by assimilation and integration.</p>	<p>Trail of Tears Whiskey Trail Indian removal Act/IRA</p>
<p>Week Sixteen -<u>Dinetah</u>, Chapter 17 “Fort Sumner”</p>	<p>NNStds:S4CF3PO2-TSWBAT... identify and use various resources for reconstructing the past, such as documents, maps, textbooks, interviews with elders and photos;</p>	<p>Fort Sumner – What stories can be told by each photograph taken of the Navajo prisoners and</p>	<p>To draw the attention and reflection of the student and their ancestral experiences?</p>	<p>Fort Sumner Bosque Redondo Hw44ldi Alkali Ration Provost Commanche</p>

	<p>Topics: <u>Hw441di</u>, The Treaty of 1868, forming the Navajo Nation government, establishment of Navajo land boundaries and Navajo headsmen system;</p>	<p>participants in the Fort Sumner failure?</p>		
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Week Seventeen <u>Dinetah</u> , Chapter 18 “The Treaty of 1868”	NNStds: S4CF3PO2-TSWBAT... identify and use various resources for reconstructing the past, such as documents, maps, textbooks, interviews with elders and photos; Topics: Hw441di, <u>The Treaty of 1868</u> , forming the Navajo Nation government, establishment of Navajo land boundaries and Navajo headsmen system;	The Old Paper or Naaltsos S1n7 – What were the realities of this terrible “concentration camp”?	To bridge the moral, ethical, and family teachings of preserving and maintaining one’s own life through our elders.	Peace Policy  Separation of Church and State  Reservation Allotment Commodity
Week Eighteen *summary/ Assessments /presentations	NNStds:S2CF3PO1-TSWBAT...describe and compare how various American Indian tribes have historically satisfied their basic economic needs and wants through the production of goods in different regions of North America (e.g., hunting, fishing, seed and plant gathering, farming, trading, arts and crafts);	How are other Native American tribes and different and similar to the Navajo people? What are some shared issues and experiences of these other early Americans?	To engage the student in an online and text source research project and convert all findings into a PowerPoint presentation for the class members. *This will be spaced out through the quarters to allow enough flexibility in the student preparation.	

	<p>PO6-TSWBAT...research and trace the reasons for growth and declination of various American Indian settlements (e.g., Mississippian Mound culture, Chaco Canyon culture, Aztec and Mayan cultures, Hopi, Tewa, and Navajo culture); and</p> <p>PO7-TSWBAT...identify and describe types of territorial units; describe the characteristic of political units; explain how and why people compete for control of earth's surface and resources as exemplified by being able to research, write and illustrate a geographic history of a state; Identifying Indian control and occupation of the land.</p>			
<p>Week Nineteen</p>	<p>NNStds:S1CF1PO1-TSWBAT... demonstrate social, cultural and historical understanding of their own extended clan family history through maternal and paternal context;</p>	<p>How can I develop a deeper understanding of how to evaluate another person's relationship to me?</p>	<p>Regroup with a meet and greet clan relatives in the class and practice family relationship terms as a closure to the semester.</p>	<p>Shik'44 Shidine'4 Taboo Incest Respect Community</p>

	<p>PO2. use correct kinship terms with extended clan family members, students, staff and community people (e.g., shim1 y1zh7, shiy11zh, shid1'7, shib7zh7, shizhe'e y1zh7, shizeed7, sh7ma sln7, shicheii, schin117 asdz11n d00 shin117 hastiin);</p>	 <p>THINKING</p>		
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