**TEACHER: Sheila Nez LEVEL/CONTENT: ELA UNIT DURATION: 9 WEEKS**

**UNIT ESSENTIAL QUESTION: Why is a Navajo Woman a significant figure in the home?**

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| Key Standards to be Taught & Unit Overview | **Essential Questions** | | **DOK** | **Learning Outcomes** | | | | **Recommended**  **Strategies/Assessments** | |
| 6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | How can I prove what I have learned from the text? | | 1, 2, 3 | Know: Recognize explicit textual evidence. Recognize inferences made in text.  Think: Analyze text to cite explicitly stated textual evidence.  Analyze text to infer. | | | | * Text-based questions * Close reading strategies * Graphic organizers * Discussion and debate * Assimilating prior knowledge * Seeking meaning of unknown vocabulary | |
| 6.RI.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in text. | How can the details elaborated in the text increase my understanding of what I read? | | 2, 3 | Know: Identify key individuals, events, and ideas.  Think: Analyze how key individuals, events, and ideas are introduced, illustrated, and elaborated. Analyze evidence in text. | | | |
| 6. RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | How can I learn the meaning of words and phrases in the text?  How can the use of figurative, connotative, technical meanings help me understand the meaning of the text? | | 1, 2, 3 | Know: Identify figurative and connotative words and technical words and phrases.  Think: Determine the meaning of figurative and connotative technical words and phrases. | | | |
| 6.RI.5. Analyze how a particular sentence, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | How do parts of the text contribute to the overall development of the ideas?  How does text structure develop the story elements in the text? | | 2, 3 | Know: Recognize text structure through chronology, comparison, cause/effect, and problem/solution.  Think: Analyze how a particular sentences, paragraphs, chapters, sections, or sections fit text structure. Analyze how particular sentences, paragraphs, chapters, or sections contribute to idea development. | | | |
| 6.RI.9. Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person). | How can two different authors present information on the same topic? | | 3, 4 | Know: Identify events common in two or more texts.  Think: Identify author’s presentation of events. compare/contrast the events depicted by different authors. | | | |
| 6.W.1. Write arguments to support claims with clear reasons and relevant evidence. | How can I use relevant reasons to write an argument to support a claim?  How can I use credible information to support my claims in an argument? | | 3, 4 | Know: Organize reasons and evidence with support. Identify credible sources. Recognize claims, relevance, and evidence. Recognize words, phrases, and clauses showing relationships among claims. Identify and define formal style. Explain the argument presented.  Think: Evaluate credibility of sources used. Evaluate relevance of the evidence. Demonstrate topical understanding. Clarify relationships among claims and reasons. Establish and maintain a formal style. Plan a concluding statement following the argument.  Do: Write an argument including organization of reason and evidence with credible sources. Write an argument that establishes and maintains a formal style. Write an argument including an introduction and concluding statement. | | | | * Use written and oral English appropriate for various purposes and audiences. * Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. | |
| 6.W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | How can I learn more about a topic by completing a research project? | | 3, 4 | Know: Select appropriate research and inquiry methods. Select multiple resources to conduct short research projects.  Think: Evaluate sources to answer a research question. Narrow/refocus the inquiry by selecting information from multiple sources.  Do: Conduct a short research project to answer a question. | | | |
| 6.SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | How does the way I organize my presentation affect how my audience hears and understands the message? | | 1, 2, 3 | Know: Identify findings, claims, descriptions, facts, and details. Recognize appropriate eye contact, volume, and pronunciation.  Think: Determine logical sequence and pertinent descriptions. Determine facts and details that accentuate ideas or themes.  Do: Orally present claims and findings, sequencing ideas logically. Orally present claims and findings using pertinent descriptions, facts, and details. Use appropriate eye contact, volume, and clear pronunciation. | | | | * Listening: Teach receptive and expressive skills. * Engage in reflective conversation about their own writing and the writing of others. * Note taking both to deliver oral presentations and to listen to oral presentations. * Use audience feedback tools and protocols. * Use written and oral English appropriate for various purposes and audiences. * Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice. | |
| 6.W.7. Conduct short research projects to answer a question, drawing on several source and refocusing the inquiry when appropriate. | How can I learn more about a topic by completing a research project? | | 3, 4 | Select appropriate research and inquiry methods.  Select multiple resources to conduct short research projects.  Evaluate sources to answer a research question.  Narrow/refocus the inquiry by selecting information from multiple sources.  Conduct a short research project to answer a question. | | | |
| Dine Standards  Oral Dine Language Concept 3-Iina, I will utilize the Dine language to present information in a variety of situations. PO 1. I will research a topic and give an oral report. |  | | 1, 2, 3 | Know: research a topic  Think: Analyze evidence in text.  Do: Deliver oral presentation. | | | | Navajo Content Teaching Strategies:   1. Model: I Do, You Do, We Do 2. Listen, discuss, interpret, and understand 3. Show diagrams 4. Demonstrate using posters 5. Tell stories using posters 6. Read stories about Kinaalda 7. Use gestures 8. Questioning 9. Do as I Say 10. Observe and Model 11. I am going to say it once and you will demonstrate task—teaching of listening 12. Tap out words by their syllables 13. Sing out words using gestures. | |
| Dine Character Building: Concept 2-Adohozdilzin, I will maintain the sacredness of self-identity. PO 1. I will listen to and apply Dine teachings. PO 4. I will explain good judgments that I use to guide me. | Why is it important to use good judgments? | | 1, 2, 3 | Know: recognize self-actualization.  Think: explain the Dine aspect of self-actualization.  Do: Demonstrate the meaning of self-respect. | | | |
| Dine History: Concept 1-I will understand historical/factual events; people land symbols that influence my family. PO 1. I will explain my maternal clan family and its historical events have influence the development of my community. PO 4, I will establish kinship with my peers. | How do family connect with one another through kinship? | | 1, 2, 3 | Know: identify maternal clan members.  Think: determine maternal kinship.  Do: demonstrate clan history. | | | |
| Dine Culture: I will develop an understanding of Dine way of life. PO 1. I will develop my cultural knowledge to build self -worth. | What is self-worth? | | 1, 2, 3 | Know: identify the concept of Dine Circle of Life.  Think: determine the meaning of Dine Philosophy of Learning.  Do: Demonstrate the four seasonal directions according to the Dine Circle of Life. | | | |
| 6.RH.6-8.7 Integrate visual information with other information in print and digital texts. | How does visual information help you understand the text? | | 1, 2, 3 | Know: recognize visuals or images supporting texts  Think: analyze the connection of visuals to texts.  Do: Demonstrate the visuals of texts. | | | |
| 6.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | What strategies will I use to learn and use words that are specific to the things I study?  How can technology be used as a writing resource tool? | | 1, 2 | * Identify general academic and domain-specific words and phrases. * Gather vocabulary knowledge important to comprehension or expression. * Accurately use words important to the comprehension of general academic and domain-specific words. * Apply vocabulary knowledge when considering words important to comprehension of expression. * Select appropriate resources to aid in gathering vocabulary knowledge. | | | |
| SUGGESTED WORKS/RESOURCES   * Roessel, Ruth. Women in Navajo Society. Chinle: Navajo Curriculum Center, 1981. (Rough Rock School Press) * Keep the Rope Straight; Annie Dodge Wauneka’s Life of Service to the Navajo (Salina) * Teaching Posters: Protection Way, Blessing Way, Beauty Way (San Juan) * Kinaalda—A Navajo Puberty Ceremony (Rough Rock School Press) * My Mother’s Frybread (San Juan) * My Family (San Juan) * Clans (San Juan) | | | | | | | | | |
| ADDITIONAL RESOURCES  “Women’s History Month: Retrieved from <http://womenshistorymonth.gov/>  “Native American Women’s History.” Retrieved from <http://womenshistory.about.com/od/nativeamerican/>  “Dr. Lori Arviso Alvord.” <http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography_7.html>  “Annie Dodge Wauneka.” Retrieved from <http://www.anb.org/articles/15/15-01329.html> | | | | | | | | | |
| MAKING INTERDISCIPLINARY CONNECTIONS  Arviso. L & E. Van Pelt. The Scalpel and Silver Bear: The First Navajo Women…  Lucy Tapahozo: Sani da ha tal | | | | | | | | | |
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| Assessments (Formative & Summative) | | | | | | | | | |
| *Formative:*   * Constructed written response by citing evidence. * Games: Large group, small group, and Partners * Demonstration * Role play/Drama play * Oral responses * Create flashcards * Thumbs up and thumbs down * Exit slips/tickets * Think-pair-share | | | | | | *Summative:*   1. Read the article: “Women as Center of the Home (p.71, Roessel, R. 1981) and write an explanatory essay. 2. Create of poster of matrilineal side of family 3. Use Six Traits of Writing. 4. Research a significant female figure in local, regional, or national level, write a research paper, and deliver oral presentation. | | | |
| Critical Vocabulary- Tiered | | | | | | | | | |
| Tier 1: devoted, inspired, immersed, melded, unprecedented | | Tier 2, bluff, tribal council | | | Tier 3: tuberculosis, Epidemic, influenza, trachoma | | | | Academic words: cite, compare/contrast, analyze, present claims and evidence, conduct |

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**4/25/15**

**Six Traits Rubric: Retrieved from** [**http://www.bing.com/search?q=six+traits+of+writing+rubric&src=IE-SearchBox&FORM=IE8SRC&adlt=strict**](http://www.bing.com/search?q=six+traits+of+writing+rubric&src=IE-SearchBox&FORM=IE8SRC&adlt=strict)

