



## Lakota 2

**Course Description:** Completion of Lakota 1 is essential for your journey in learning Lakota. We will be practicing conversational Lakota by listening, reading, singing, and writing. You will be able to identify products and practices to help you understand Lakota cultural perspectives. Lakota culture will be experienced via music, videos, and storytelling. Now you have joined the revival of the Lakota community.

**Attendance:** Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

### Essential Skills:

**Lakota Perspective Provided Through:** This course stresses **Wolakotakiciapi** of “learning Lakota ways of life in the community”. This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude-wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by speaking in front of the group (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

Skill 1: Interpersonal Communication			
SKILL 1A - I can engage in spoken conversation.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can maintain a spoken conversation using <b>above-level language</b> .	I can maintain a spoken conversation using <b>level appropriate language</b> .	I can maintain a spoken conversation using <b>level and below-level appropriate language</b> .	I can maintain a spoken conversation using <b>below-level appropriate language</b> .
SKILL 1B - I can engage in written conversation.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)

I can maintain a written conversation <b>using above-level language.</b>	I can maintain a written conversation using <b>level appropriate language.</b>	I can maintain a written conversation using <b>level and below-level appropriate language.</b>	I can maintain a written conversation using <b>below-level appropriate language.</b>
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### Skill 2: Presentational Communication

#### SKILL 2A - I can create an original spoken message.

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a spoken message using <b>above-level language.</b>	I can create a spoken message using <b>level-appropriate language.</b>	I can create a spoken message using <b>level and below-level appropriate language.</b>	I can create a spoken message using <b>below-level appropriate language.</b>

#### SKILL 2B - I can create an original written message.

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a written message using <b>above-level language.</b>	I can create a written message using <b>level appropriate language.</b>	I can create a written message using <b>level and below-level appropriate language.</b>	I can create a written message using <b>below-level appropriate language.</b>

### Skill 3: Interpretive

#### SKILL 3A - I can interpret an audio/visual source.

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can <b>accurately</b> demonstrate <b>literal and interpretive comprehension</b> of an audio/visual source with details/reasoning.	I can <b>adequately</b> demonstrate <b>literal and interpretive comprehension</b> of an audio/visual source.	I can demonstrate <b>basic comprehension</b> of an audio or visual source.	I can demonstrate <b>minimal comprehension</b> of an audio/visual source.

#### SKILL 3B - I can interpret a written passage

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can <b>accurately</b> demonstrate <b>literal and interpretive comprehension</b> of a text with details/reasoning.	I can <b>adequately</b> demonstrate <b>literal and interpretive comprehension</b> of a text.	I can demonstrate <b>basic comprehension</b> of a text.	I can demonstrate <b>minimal comprehension</b> of a text.

**Course Expectations:** Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.

### **Grading**

**Learning (Practice)** includes instructional activities in and outside of class and are not used in grade determination.

**Skyward Assessment (Grades)** may include quizzes, labs, learning checks, tests, speeches, performances, and projects.

<b>Final Grade</b>	
4	100% - 90%
3	80% - 89%
2	70% - 79%
2	60% - 69%
1	0% - 59%

### **Calculations:**

<b>Final Grade Calculation</b>	
Cumulative Grade	<b>95%</b>
Final Exam(s)	<b>5%</b>

### **Central High School Courses:**

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

**Instructional Resources:** Lakota Language I = Everyday Lakota: An English-Sioux Dictionary for Beginners – J>S> Karol

## Course Calendar/Pacing:

- Anpetu Nunpa . Lakota Sounds/Alphabet Greetings & Introductions
- Gender & Speech Patterns
- In Class Activities
- Anpetu Yamni Classroom Items
- Lé táku he? In Class Activity
- Anpetu Topa Numbers
- Tóna he? In Class Activity
- Anpetu Zaptan Colors
- Oówa tókča he? In-Class Activity
- Anpetu Sakpe Shapes
- Lé Tókheča he? In Class Activity
- Anpetu Sakowin Clothes /Hayápi
- Review for Mid-term
- In Class Activity
- Anpetu Saglogan Mid-term Exam Complete Mid Term Exam
- Anpetu Napcinyunka Kinship Terms
- Thiwahé mitĥāwa In Class Activity
- Anpetu Wikcemna The Body
- Mitĥāŋčĥaŋ In Class Activity
- Anpetu Ake Wanci Fruits & Vegetables / Waskúyeča na Watĥótho In Class Activity
- Anpetu Ake Nunpa Lakota Land / Lakĥóta Makĥóče In Class Activity
- Anpetu Ake Yamni Food & Drink / Woyúte na Wóyatke In Class Activity
- Anpetu Ake Topa Review for final Begin Oral Presentations
- Oko Ake Zaptan Final Exam Complete Final Exam
- Complete Oral Presentations

August/September							October							November						
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