



Lakota I & II

Evidence Based Grading

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

Purpose Statement: *The purpose of evidence based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.*

Course Description:

Students will be introduced to Lakota language and cultural awareness. Our emphasis will be on developing novice proficiency in conversational language usage. Listening, reading, and writing skills are on a variety of basic and everyday topics. You will be able to identify products and practices to help you understand global and cultural perspectives. Lakota culture will be experienced via music, videos, old recordings, and storytelling.

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 (wohola 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-wohitike); 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.)

Students will work towards developing proficiency in the following language skills:

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

Academic Behavior Goals	<ul style="list-style-type: none"> Collaborative goals created by the student and teacher to improve academic and personal abilities
Practices	<ul style="list-style-type: none"> work and assignments designed to help students <u>build knowledge and skills</u> (daily work, notes, participation work)
Scrimmages	<ul style="list-style-type: none"> work and assignments designed to <u>formatively assess</u> student progress towards learning targets (quizzes, learning checks)
Games	<ul style="list-style-type: none"> assignments designed to <u>summatively assess</u> a students achievement of a learning target (tests, essays, projects)

Proficiency Scale			
4	3	2	1
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations

Course Skills:

Skill #1	EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
Skill #1: Interpersonal Communication	A. I can create a spoken message using above-level language .	I can create a spoken message using level-appropriate language .	I can create a spoken message using level and below-level appropriate language .	I can create a spoken message using below-level appropriate language .
Skill #2: Presentational Communication	EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
	A. I can create a written message using above-level language .	I can create a written message using level appropriate language .	I can create a written message using level and below-level appropriate language .	I can create a written message using below-level appropriate language .
Skill #3: Interpretive	EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
	A. I can accurately demonstrate literal and interpretive comprehension of an audio/visual source with details/reasoning.	I can adequately demonstrate literal and interpretive comprehension of an audio/visual source.	I can demonstrate basic comprehension of an audio or visual source.	I can demonstrate minimal comprehension of an audio/visual source.

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.

Grade Determination:

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to re perform in any skill that has not yet met proficiency.

4	3	2	2	1
100% - 90%	80% - 89%	70% - 79%	60% - 69%	0% - 59%
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

Central High School Courses:

- Will determine grades based on student learning 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 Midterm Exam
- Anpetu Napcinyunka Kinship Terms
- Thiwahé mitháwa In Class Activity
- Anpetu Wikcemna The Body
- Mitháŋčhaŋ In Class Activity
- Anpetu Ake Wanci Fruits & Vegetables / Waskúyeča na Wathótho In Class Activity
- Anpetu Ake Nunpa Lakota Land / Lakhóta Makhóche 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

	21	22	23	24	25	26
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April

31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Unit 1
Lakota Sounds/Alphabet

Unit 2
Greetings & Introductions

Unit 3
Gender & Speech Patterns

Unit 4
Speaking With Excitement and Emotion

Unit 5
7 steps to Fluency

Unit 6
Speaking with Precision

No School

Semester Exams
Professional Development / Teacher Workday

Early Release