

Lakota Tokeya Wounspe

Lakota First Academy



K-3 Curriculum

Oglala Lakota College Department of Education
Revised Edition, June 2011

ACKNOWLEDGEMENTS

Original Curriculum Development, June 2009

ED 493 Special Topic: Thematic Curriculum Development and LKED 453 Methods of Teaching K-12 Lakota Studies Students:

Darlene Bear Killer

Enrolled member of the Oglala Sioux Tribe and employee of Oglala Lakota College, Darlene has a BA in elementary education and an endorsement in special education. She is a fluent Lakota speaker.

Michael Curran

Student at Oglala Lakota College in his last year in the teacher education and Lakota Studies programs. He is familiar with Lakota arts, crafts, songs and dances.

Naomi Last Horse

Enrolled member of the Oglala Sioux Tribe and a student at Oglala Lakota College majoring in Lakota Studies. She is a fluent Lakota speaker.

Juanita Rooks

Enrolled member of the Oglala Sioux Tribe and graduate from the OLC education program. She currently teaches third grade at Little Wound School.

Pauline Lone Elk-Wilson

Enrolled member of the Oglala Sioux Tribe and student at Oglala Lakota College. She is a fluent Lakota speaker.

Lakota Tokeya Wounpse Teacher:

Matilda Montileaux

Matilda is the teacher for the Lakota First Academy. She graduated from OLC with a BA degree in elementary education and an endorsement in special education. She is a fluent Lakota speaker.

Course Instructors:

Dr. Shannon Amiotte, OLC Education Department, twenty-one years of teaching experience with the majority of those years on the Pine Ridge Agency.

Mr. Richard M. Jones, OLC Education Department, twenty-eight years of teaching experience on the Pine Ridge Agency.

The unit developers wish to thank **Mr. Bryan Charging Cloud**, OLC, **Tom Raymond**, OLC, **Glorianna Cordova Under Baggage**, OLC, **Marilyn Pourier**, OLC, **Wilmer Mesteth**, OLC, **Lucy Bull Bear**, OLC, and a special thanks to **Charlie White Elk** for a Lakota translation for pantomime, **Art Fisher**, OLC for their assistance and helpful criticism.

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Lakota Tokeya Wounspe

Vision, Mission, Purpose and Belief Statements

Vision

Lakota Tokeya Wounspe will enhance Lakota children's cultural awareness and Lakota language proficiency through an active, engaging thematic curriculum. We view parents and community as partners to our success. Our students will be proficient Lakota speakers who are grounded in Lakota culture and perspectives.

Mission

Lakota Tokeya Wounspe will preserve and enhance the Lakota way of life through providing Lakota children and their families with cultural experiences that promote Lakota language and perspectives while developing skills needed to live and prosper in a multicultural world.

Purpose

Lakota Tokeya Wounspe will offer children, families and community a positive connection that builds on and preserves Lakota language and culture.

Beliefs

In regards to **Students and Learning**, We believe...Students must

- ◆ Like you and trust you.
- ◆ Believe in themselves as individuals and as learners.
- ◆ Be fascinated in an area of study.
- ◆ Be given choices and allowed to explore areas of interest.
- ◆ Be culturally connected to the curriculum.

In regards to **Teachers and Teaching**, We believe...Teachers must

- ◆ Enjoy children and teaching.
- ◆ Actively build relationships and community within the classroom.
- ◆ Provide positive guidance and respect each individual as a learner.
- ◆ Engage students in conversation and interactive communication.
- ◆ Possess and utilize multiple instructional methodologies and strategies.
- ◆ Be resourceful and creative.

In regards to the **Classroom and Learning Environment**, We believe...Classrooms must

- ◆ Be safe and inviting as well as comfortable and natural.
- ◆ Extend into the community.
- ◆ Be organized and well supplied with instructional materials and resources.
- ◆ Encourage active student participation in the learning process.
- ◆ Reflect and support the language and culture of the community.

In regards to **Lakota Perspective**, We believe...Language and Culture must

- ◆ Help connect students to the material.
- ◆ Motivate students to learn more.
- ◆ Be present within the classroom.
- ◆ Serve as the basis for learning.
- ◆ Be utilized to promote individual and group identity.

In regards to **Curriculum, Instruction and Assessment**, We believe...The cycle must

- ◆ Support student learning styles, various learning modalities, and multiple intelligences.
- ◆ Be interconnected and provide for in-depth, immersive study in important ideas and concepts.
- ◆ Allow students to explore, experience and construct their own knowledge.
- ◆ Be well planned, but adaptable to meet individual and group learning needs.
- ◆ Utilize multiple instructional methodologies and assessment strategies.
- ◆ Be seamless, yet strategic in monitoring learning and adjusting instruction.

In regards to **Parents, Families and Community Involvement**, We believe...Schools must

- ◆ Create a welcoming environment for parents, families and community members.
- ◆ Provide opportunities for parents to be actively involved in the classroom and the learning process.
- ◆ Reach out to elders.
- ◆ Recognize community members as local experts in cultural and historical knowledge.
- ◆ Be creative in scheduling parents and community volunteers into the classroom.

In regards to **School Leaders and Administration**, We believe...School leaders must

- ◆ Possess and exhibit professionalism as well as personal and professional integrity.
- ◆ Be approachable and demonstrate compassion and fairness in dealing with difficult situations.
- ◆ Resourceful and provide for the needs of teachers and students in support of learning.
- ◆ Be visibly present, show interest in and actively participate in the learning process.
- ◆ Allow and encourage all members of the learning community to be involved in decision- making.

Respectfully submitted by: Shannon Amiotte, Darleen Bear Killer, Mike Curran, Richard Jones, Naomi Last Horse, Matilda Montileaux, Juanita Rooks, and Pauline Wilson (June 19, 2009)

Revisions: Shannon Amiotte, Matilda Montileaux and Richard M. Jones (June 2011)

INTRODUCTION AND RATIONALE

The Lakota language is in danger of being lost. The loss of language equates to the loss of culture and perspective. The language of a people reflects their worldview, their culture and their unique thoughts and emotions about the universe and their immediate environment. The Lakota Tokeya Wounspe or Lakota First Academy is one answer by Oglala Lakota College to keep the language and unique perspective of the Lakota people alive and growing.

Past studies have found that Lakota students learn in holistic ways. That is, they tend to move from the whole to parts. To this end, subject matter is best taught through an integrated approach where all subjects are tied together. The studies also suggest that Lakota children learn best through practical experiential activities. An integrated instructional approach views learning and teaching in a holistic way and reflects the real world, which is interactive, and provides ample opportunities for experiential activities. Using an integrated curriculum to teach is a strategy based on the premise that learning is a series of connections. The integrated thematic units were developed using *Understanding by Design*, the “backward” design approach. This research-based design provides structure to integrated thematic units. Beginning with the end in mind this model includes three stages in the design process: 1) identify the desired results, 2) determine the acceptable evidence, and 3) plan for the learning experiences and instruction. At the heart of the backward design model is a focus on developing and deepening students’ understanding of important ideas. Integrated thematic units (ITU’s) provide a virtual cornucopia of methods and strategies in teaching the basic subject areas of language arts, math, science and social studies through correlated activities. Integrated thematic units allow children to learn in ways that are most natural to them while providing a pliable structure allowing tiered learning and a wide range of choices in reaching the standards set out by South Dakota.

An integrated thematic curriculum provides an environment that fosters and encourages process learning and involvement for all students. The instructional approach builds on student interests and prior knowledge while providing real-life experiences to expand on what they already know. Thematic instruction integrates the content areas in a way that makes sense to children and is relevant to their lives. The curriculum model is supported by the language experience approach to teaching reading and writing. The language experience approach is based on the premise:

What I can think about, I can talk about.

What I can say, I can write.

What I can write, I can read.

I can read what I can write and what other people can write for me to read.

The approach begins with a shared class experience after which the students reflect upon, discuss and dictate a story about the experience. The teacher writes what is said word for word on large chart paper, reading the sentences back to the class to ensure the story is written as students have composed it. The final story is read to the class and then read again by the students as a shared reading experience. As the students read their words about their experience aloud they build their reading vocabularies. From here lessons can be planned to focus on language arts concepts in which the class needs instruction or practice. As students gain literacy skills story writing progresses from dictation to shared writing experiences and eventually individual writing of stories. This can be done as a Lakota reading/writing program or done in English or combined. LEA lends itself to total language immersion regardless of the language.

One of the greatest challenges facing Native American communities today is providing educational opportunities that will prepare Indian children to be successful in life both on and off the reservation. From this challenge emerges two dominant issues: the implementation of research-based educational practices to improve the academic achievement and the implementation of culturally based educational programs that recognize and honor traditional languages and culture. The integrated thematic curriculum is designed to connect language, culture and content in meaningful ways while supporting language and literacy development across the curriculum in both Lakota and English. Giving students a sound and well-grounded education in their language, in their culture and in their heritage and world view offers to promote the Lakota way of life and provide the needed pride and self-esteem to succeed in their tribal surroundings and in dominant culture.

The Lakota Tokeya Wounspe integrated thematic curriculum for grades K-3 includes nine, inter-related monthly themes: Family & Daily Life, Community & Tiospaye, People & Tribes, The Universe, Weather and Seasons, Transportation, Earth Science, Animals and Plants, and Bugs and Insects. Each theme is based upon key questions leading towards investigation and discovery of essential understandings. The units follow the backward design model (outlining the desired results, assessment evidence, and learning experiences) and provide a sequence of instructional lessons at the weekly level. In addition, several lessons are included to serve as models for daily lesson planning. The classroom teacher will be responsible for this daily planning. The curriculum is designed to provide structure without hindering student choices in learning and instructional decision making by the teacher.



K-3 Integrated Thematic Unit

Theme 1 – Family & Daily Life

September



Unit Overview

The Family & Daily Life thematic unit will allow students to become familiar with the specific structure of their immediate family members. As the students participate in the daily activities they will gain an understanding of how each family member is a part of the structure of their family. They will take on the roles of various family members and will experience, first hand, daily activities of the past and the present. Activities will include authentic tasks such as constructing their own tools and learning to use and care for those tools. As the students develop knowledge about family and the daily activities of various family members their ability to answer the essential questions will demonstrate their concepts of self-identity.

Desired Results

Enduring Understandings:

- Each family member plays a significant role in sharing/caring for one another.
- Each family member is important to the social structure of a family.
- Within the circle of life each stage of life has different roles/responsibilities.
- Family history helps us understand who we are.
- Family structures have changed over time.
- Families are made up of different structures.
- There are traditional foods that the Lakota preserve.
- Food preservation is a lifelong skill.
- Many of the items we have today were used 100 years ago.
- Lakota men and women had different roles in life.
- Lakota people had different responsibilities depending on the seasons.
- The Lakota had material that was decorated with beads, quills, paint, and other items like silverware, beds, chairs, toys, games, containers, ect.
- Art was often functional and was used for many purposes.
- Leisure activities were often functional and used for training.
- Stories/songs had different purposes, just for fun, teaching or explaining things, and honoring.

Essential Questions:

- What is a family?
- Who is my family? Who am I related to?
- Why is my family history important?
- What are the significant roles that family members fulfill at different stages in their life?
- What did a Lakota family do each day?
- What did each family member do on a daily basis?
- What would I (meaning the child) be doing?
- Why preserve food?
- What are some important foods for the Lakota?
- What is a *hunka*?
- What is the social structure of a Lakota family - traditionally and in present times?
- What are the tipi arrangements, placing and sitting.
- What were/are some leisure activities?
- What are some of the many uses of stories/songs?

Students will know...

- The concept of *tiwahe*.
- Their placement in the family in relation to other family members.
- Identify cultural functions that make their families uniquely Lakota.
- Lakota language is gender specific.
- The expected protocol when addressing people in formal and informal speaking situations.
- How to respectfully approach and/or handle symbolic objects and images.
- How to respond to a prayer song.

Students will be able to...

- Identify immediate family members using gender appropriate kinship terminology.
- Introduce themselves using language and gender correct personal greetings.
- Interpret and respond to personal greetings appropriately.
- Use timelines from birth to present to relate self and family to changes over time.
- Compare features of modern day living to those of the past.
- Analyze various patterns of inheritance and biological change.
- Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
- Students can follow the rules of conversation in a group situation.
- Students can tell extended personal information.
- Identify common household items and family living arrangements within a tipi.
- Identify animals from their tracks.
- Recognize the origin/creation song.
- Help in the making of dance regalia.
- Participate in food preservation activities.
- Read or listen to a variety of texts to gain information, ie. legends/oral transmissions.
- List rules in different groups for different situations.
- Identify the attributes of good citizenship.
- Analyze the rights and responsibilities of citizenship in student's own families and communities.

Assessment Evidence

Performance Tasks:

Food gathering/preparation
Native tree/plant identification
Playing games of the past
Finger play performances
Welcoming song and dance
Telling of *The Story of the Corn*
Singing and Dancing
Traditional games
Setting up a Tipi
Hide identification
Dehydrating corn and making *washa*
Making dance regalia

Other Evidence:

Family trees, charts, graphs, shields, stories
Life cycle charts
Landmark maps (My home, Nature Walks)
Stories about family activities, including sequencing
Journals
Plant identification booklets
Animal track charts
Dance Regalia
Personal dictionaries (Lakota/English)
Observation checklists
Anecdotal records

Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The unit will allow students to explore their family setting as they target multiple strategies related to their family structure. Through hands on experiences students will gain knowledge from the old way of life and will make comparisons to how it is similar to or different from present times. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – The students will get *hooked* on this unit’s purpose through a variety of activities designed to help them make connections between themselves, their families, and activities of past and present daily life. Students will construct materials and tools for daily living, enabling them to take ownership of their resourcefulness.

E – The unit’s methodologies will help the students become hands on experienced through family tree and kinship *explorations* and through explorations in past and present activities of daily life. Students will be provided with step-by-step instruction as needed and will be taught traditional ways to care for the materials they create. Through listening, speaking, reading and writing descriptions of their experiences, students will be *equipped* to think more critically about family and the tasks, skills and leisure activities involved in daily living.

R – Before each student does his/her project, examples or patterns of the finished materials shall be presented as a model. Students will be given opportunities to *reflect* upon and *revise* their own projects, and will be allowed to make modifications until the outcome is satisfying enough for them to proceed to the next planned project.

E – Students will critique their work. After the students revise their completed assignments each student will *evaluate* the outcome and record their viewpoint. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study their families and histories from the creation story to present times. Students will build on their present knowledge of daily living to explore daily life long ago. The unit is *tailored* to their specific ability and their prior knowledge.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1	Week 2	Week 3	Week 4
Social Studies	Family kinships/tree My home	Extended family terms	Food gathering/preparation	Family Day
Science	Genetic traits Life Cycles	Landmark Maps	Identifying Plants	Reflection and Showcasing
Math	Graphing my family	Scatter chart (family)	Classification and graphing	Reflection and Showcasing
Lang Arts	Family tree Kinship systems Family story	Activities I like Reading Aloud Write a story	Journaling about experiences	Booklet of plants (draw and write)
Health/PE	Favorite family activities/games	Recess – ask in Lakota	Games of past Care and share	Walk to ID Native trees/plants
Arts	My family shield Welcoming song and dance	Finger play – based on kinship or animal	Make patties, mint, sage and papa	Prepare meal to share with families Dancing and singing

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Kinship tree & Family names	Family history & extended family terms	Traditional foods & stories on origin	Family day
Science	Buffalo kill	Genetic traits, life cycles	Drying foods, & food preservation	Disease- spread by contact, air, water
Math	Weighing food	# of uncles, aunts, cousins- add, subt.	Scatter chart of family	Graphing family members
Lang Arts	What I saw at the buffalo kill...	I look like... and why	Describe a family member	My family does... together.
Health/PE	Games	Tag- fox & goose	Eating dried fruit	Walk to ID plants/trees
Arts	Song/dance	Finger play on animals	Make animal tracks	Draw a flowering plant

Sequence of Instructional Lessons and Learning Experiences K-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Origin/Creation Song	Family History – Tipi living quarters	Story – <i>Three Native Children</i>	<i>Story of the Corn Hunkapi</i>
Science	Buffalo Kill – all parts used	Identifying proper animal hide for season given	Identifying animal tracks	Corn dehydration
Math	Tipi geometry and patterning	Measure dimensions inside tipi Fractional parts inside tipi	Graph number of tracks per animal	Count corn rows Make necklaces
Lang Arts	Listening to story and drawing scenes to reflect story	Journal – How life would be in a tipi	Journal – retelling and drawing the story	Retelling <i>the Story of the Corn</i> in 1 st person context
Health/PE	Wacipi	Playing games – past and present	Go outside and make tracks in the snow	Make <i>wasna</i> and eat
Arts	Make dance regalia with parents	Cont. Dance regalia with parents	Decorate dance regalia with parents	Sing and Dance Showcase Day

Key Vocabulary (Family)

Week 1

Mother – *Ina*
 Father – *Ahte*
 Grandmother – *Unci*
 Grandfather – *Tunkasila*
 Younger Brother – *Misun*
 Food – *Woyute*
 Family – *Tiwahe*
 Wild Turnips – *Timpsila*
 Animals – *Wamakaskan*
 Plants – *Woicage*
 Life Cycles – *Wicoicage*
 Graphing/Sorting – *Ikcekce palehan*
 Family Tree – *Owe*
 Kinship – *Otakuye*
 Family Story – *Tiwahe Woyakap*
 Favorite – *Waste Skotapi*
 Shield – *Wahacan*
 Song – *Olowan*
 Dance – *Waci*
 Good Morning – *Hihanni Waste*
 Good Day – *Anpetu Waste*
 It's good to see you all. – *Tanyan yahi*
 I'll see you again in the future. – *Toksa ake wacinyakin kte.*

Week 3

Food – *Woyute*
 Gathering – *P'taya*
 Get – *Icu*
 Pick – *Yuspi*
 Preparation – *Wakogap*
 Dried – *Pusya*
 Identify – *Ahbleza or Wokahnige*
 Plants – *Woicage*
 Classification – *Ikcekce Palehan*
 Journal – *Okigwaye*
 Their – *Iye*
 Experiences – *Takicun*
 Book – *Wowapi*
 Draw – *Ikazo*
 Write – *Owa or Wowa*
 Walk – *Mani*
 Trees – *Can*
 Various – *Toktok*
 Native – *Ikce*
 Make – *Kaga or Kage*
 Mint – *Ceyaka*
 Sage – *Pegi Hota*
 Dried Meat – *Papa*
 Meal – *Wotapi*

Week 2

Extended Family – *Hunka*
 Aunt – *Tunwin*
 Uncle – *Leksi*
 Older Brother (Male) – *Ciye*
 Older Brother (Female) – *Tiblo*
 Older Sister (Male) – *Tanke*
 Older Sister (Female) – *Cuwe*
 Landmark – *Makoce hel... (reference landmark)*
 Map – *Si Iyutap*
 Scatter Chart – *Ikce kce palehan*
 Activities I like – *Woicun waste walake*
 Reading Aloud – *Hotanka wayawa*
 Write a Story – *Woyaka wowapi*
 Games of the past – *Ehanni woskate*
 Cave – *Cantognaka*
 Share – *Kicun*
 Finger Play - *Naposkate*

Week 4

Family - *Tiwahe*
 Day – *Anpetu*
 Showcase – *Ikpazo*
 Reflection – *Piya Woyukcan*
 Booklet – *Wowapi*
 Plants – *Woicage*
 Draw – *Ikazo*
 Write – *Owa or Wowa*
 Prepare Meal - *Lolihan*

Key Vocabulary & Phrases

<p>Family: Kindergarten</p>	<p>Wowiyunge? Tiwahe nitawa ki tuwaka unpi he?/hwo? Ina Unchi Ahte Tunkasila misun cuwe/mitankala Tanke/tanksi Tiblo/ciye</p>
<p>1st Grade</p>	<p>1.Olowan ayahiya ki he wahste walake. 2.Hunkapi ogra tiwahe ki he mitakuyepi.</p>
<p>2nd & 3rd Grade</p>	<p>1._____kici ehanni woskate hena yuha unskatapi. _____ Ehanni woskate toske kagapi ki slolya ca hunh aicelya kagin na he eca yuha unskatapi. Wanji shinny eyapi ca tiwahe iyuha unkiyutapi. Lila oyupi unyuhapi.</p> <p>2.Ina, Unchi, Tunwin ob cheyaka na peji hota ole unkipi. Tehan maunipi, wakpala aglagla na paha hena aliliya woicage toktok waunyankapi. Peji hota na cheyaka ota unyuslapi nahanl pusyapi kta otkeunyapi. Hena tanyan puze ki waniyetu opta wahpe kalyapi na na pejuta ilagyeunyanpi kte.</p>

Key Vocabulary (Daily Living)

Week 1 – Oko Tokahe

Origin – *Etan owe*
 Creation – *Wico icaje*
 Story – *Wico oyake*
 Buffalo – *Tatanka*
 Kill – *Katapi*
 Lodge – *Tipi*
 Geometry – *Owe tok tokca*
 Patterning – *Wogligle yapi*
 Listening – *Anagoptan*
 Draw – *Ikazo*
 Reflect – *Iyukcan*
 Dance (all) – *Wacipi*
 Dance Regalia – *Wokoyake*
 With Parent – *Hunka na atkuku*

Week 3 – Oko Yamni

Compare – *Iyuta or Iwayanka*
 Stories (past) – *Hehanke Wico-oyake*
 Track – *Oye*
 Animal – *Wamakaskan*
 Graph/Sort – *Ikcekce Palehan*
 Retell – *Ecel Oyake or Piya Oyake*
 Draw – *Kaga*
 Picture – *Itowapi*
 Outside – *Tinkal*
 And – *Na*
 Snow – *Wa*
 On – *Akan*

Week 2 – Oko Num

Family – *Tiwahe*
 History – *Ehankehan or Woyakapi*
 Lodge – *Tipi Ounye*
 Identify – *Ta ha*
 Winter – *Waniyetu*
 Summer – *Wetu*
 Measure – *Si Iyutap*
 Inside Lodge – *Tipi Itimahel*
 Fraction – *ap aha*
 Journal – *Owapi*
 How – *Toske*
 Life – *Wicoun*
 Games – *Woskate*
 Play – *Skata*
 Past – *Ehanni*
 Present – *Lehanl*
 Dance Regalia – *Wokoyake*

Week 4 – Oko Topa

Corn – *Wagmiza*
 Making of Relatives – *Hunkapi*
 Dehydration – *Pusyapi*
 Dried Corn – *Wastunkala*
 Count – *Yawa*
 Make – *Kaga*
 Necklace – *Wanapin*
 Retell – *Piya Oyaka*
 Ground Corn – *Wagmiza Wasna*
 Eat – *Yuta*
 Sing – *Lowan*
 Dance – *Waci*
 Showcase – *Ikpazo*

Key Vocabulary & Phrases

<p>Daily Life – Anpetu Iyohila Kindergarten</p>	<p>Taku ca un Lakota ki ilagiya pi he?/hwo? Tatanka kat’api tipi iyukcan</p>
<p>1st Grade</p>	<p>1.Wicoicage wanji olaka oyakihi he?/hwo? 2.Lakota ki taku oagna tipi he?/hwo?</p>
<p>2nd & 3rd Grade</p>	<p>1.Ina ena Ahte ina ina ehanni Lakota ki tatanka ilagya keyapi. Tatanka ki etan tipi yuhapi. Nakun hayapi ko unpi. Tahakalalapi un hayapi kagapi na tahasaka ki un hanpsicuha kagapi. Nakun etan talo yutapi. P’ap’a kagapi hantans wizipan ognaka pi. Taku kayes tatanka etan unkcipuni na ilagyeunyanpi.</p> <p>2.Tiwahe mitawa ki waniyetu igluwiyampi. Tokeya wagmiza ki pusyapi na wastunkala kagapi. Talo kablaya pi na p’ap’a otkeyapi. Canpa, wipazuntkan, mastinca pute, yuspipi na hena ko pusyapi. Timpsila ok’api na sun na pusyapi. Nakun woskate kagapi.</p>

Instructional Resources

American Indian History, Culture and Language Curriculum Framework: Family Life, (July 2005), Office of Indian Education, Minnesota Department of Education

http://education.state.mn.us/MDE/Academic_Excellence/Indian_Education/K12_Curriculum/index.html

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

Completing the Circle Curriculum: Teaching Guide, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf>

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms, Jones & Moomaw, (2002), Red Leaf Press <http://www.redleafpress.org/productdetails.cfm?PC=169>

Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2009): Shannon Amiotte, Darleen Bear Killer, Mike Curran, Richard Jones, Naomi Last Horse, Matilda Montileaux, Juanita Rooks, and Pauline Wilson

Revision and Grades 2-3 Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones

Theme 1 – Family
Math – Wk 1

Theme
Family
Graph

Obj: Students will identify their family members.
Students will graph their Father/
Mother family depending on status within family.

R-Level 1:
Students will complete graph for immediate family on one side.

Acceleration -Level 3:
Students will identify both sides of their family.

Teacher Activity/ Prep:
1. Gather all student materials.
2. Talk to the students about their family - create a word wall for references.
3. Provide a sample family tree/ kinship chart (prior to completion)
4. Provide any needed assistance.

Lakota Values- Respect, courage, generosity

Standards:
LHGCS- will be able to identify immediate family members.
1.S.1.1(A)- 1.S.1.2.(C)- 1.US.1.1.(A)- 1.LVS.1.7.(K)- 1.R.2.1.-
1.W.2.1.- 1.W.2.2.- 1.LVS.1.6.

Teacher Material
-Paper
-Canvas
-Crayons
-Markers
-Pencils
-Paint
-Dowel
-Yarn
-Leather Strip
-Ruler
-Index cards

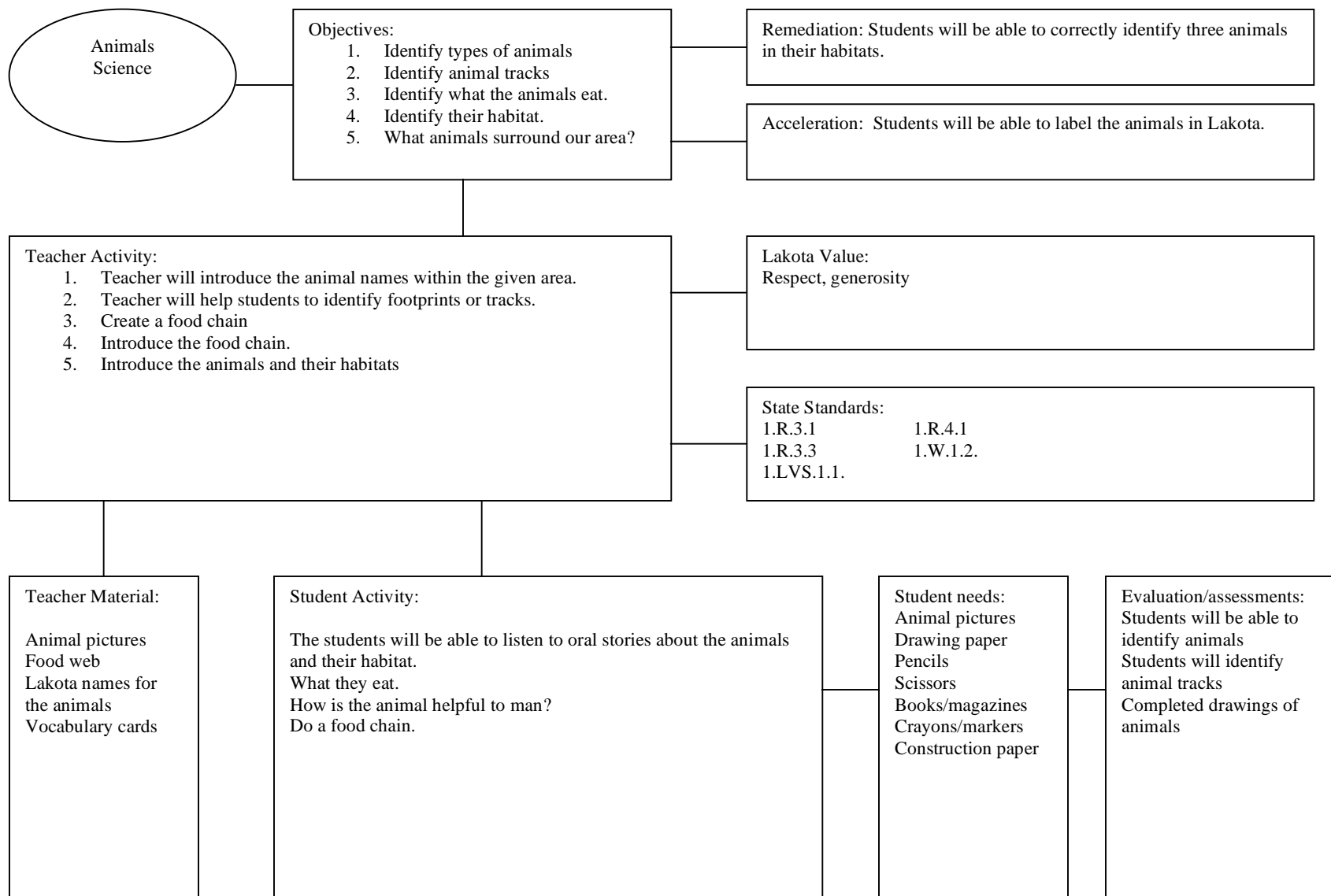
Student Activity: Use completed family tree/ Kinship chart-

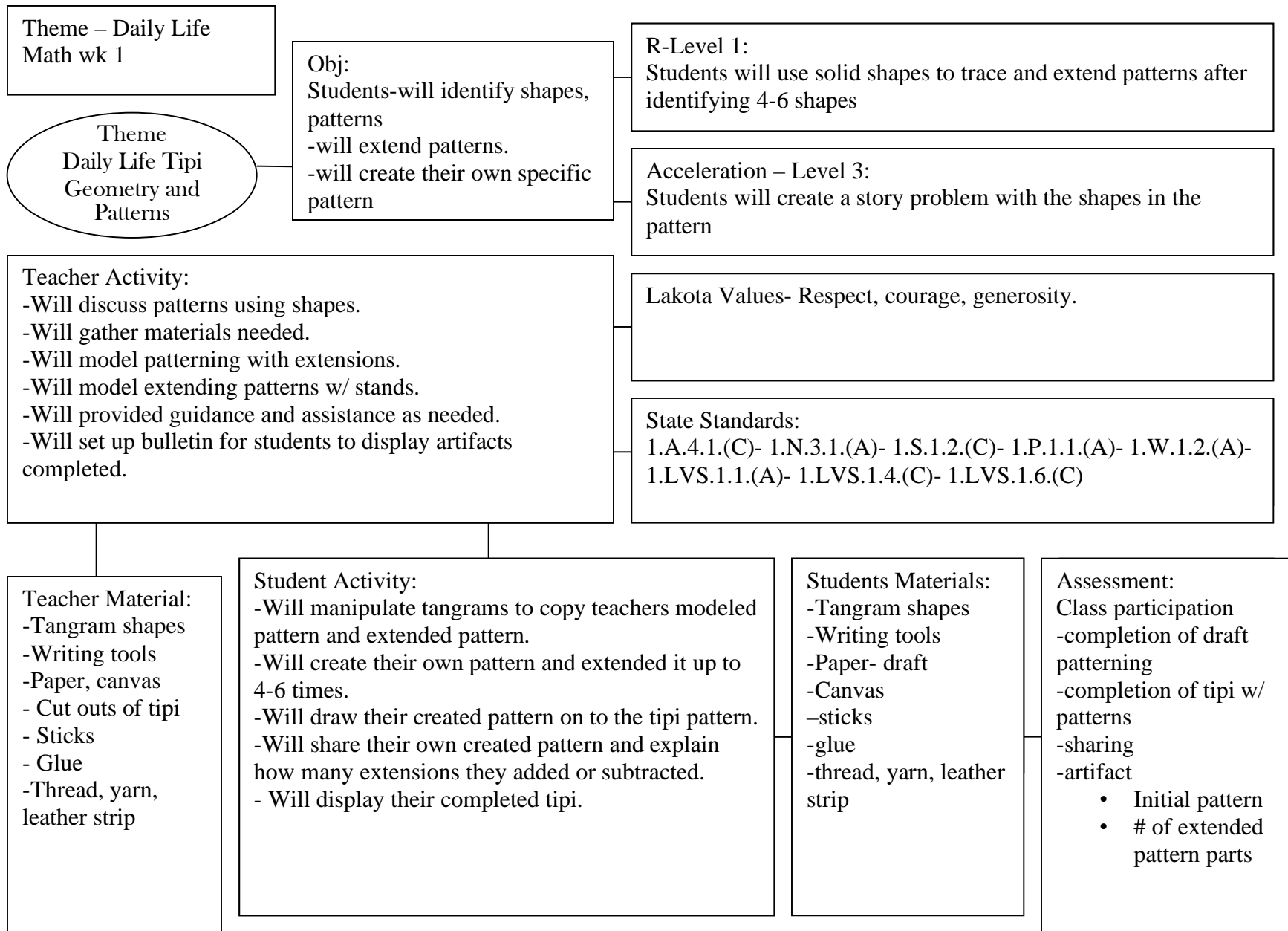
1. Students will label that graph chart with titles, frequency amounts, and complete the graph.
2. Students will share their graphs with the class.
3. Students will answer questions about the graph organization.
4. Students will display their graph on the bulletin.

Vocabulary: family, sister, brother, mom, dad, aunt, uncle, grandma, grandpa

Students Materials:
-Paper,
-Canvas
-Crayons
-Markers
-Pencils
-Paint
-Dowel
-Yarn
-Leather strips
-Ruler
-Index cards

Assessment:
Observation:
-Oral presentation
Completed artifact:
-Graph
Whole group:
-Individual participation
Verbal responses:
-checklist for identifying family
-checklist/rubric for standards







K-3 Integrated Thematic Unit

Theme 2 – Tiospaye & Community

October



Unit Overview

The Tiospaye & Community Thematic Unit will introduce students to their Lakota society, culture and identity. The various Lakota bands will be studied as students learn about their extended families. The unit will target students' understanding of how community issues are a part of their life experiences and how their family, as a whole, is connected to the community. As students are introduced to the essential ideas of "what a community was like historically and presently is like", each student will gain positive sustainable knowledge and experiences of being a productive member of the extended family and community they are connected to.

Desired Results

Enduring Understandings:

- We all function together as a whole (*wolakota*).
- We live in an area that has historical and spiritual significance.
- We have natural resources to sustain ourselves and others.
- Children play a significant role within the community.
- Leaders within community display Lakota values/character traits.
- Family roots extend into the community.
- Family jobs provide for the entire family.
- Maps can show us where things are
- The social structure of the Lakota nation is different from dominant society.
- They are connected to the Lakota nation.
- They belong to an extended kinship.
- Everything happens in a circle.
- Historical events have a significant role in current social structure.
- Band history was kept through oral traditions and winter counts.

Essential Questions:

- How do communities work together to support/help one another- traditionally and present day?
- What are some of the important historical and spiritual aspects of our community?
- What natural resources are available within our community?
- What are my family's roots in this community and am I connected to other communities?
- What are the qualities of a community?
- What are maps used for?
- What is the Lakota Nation?
- What is the origin of the Lakota?
- How is the Lakota Nation structured?
- In what ways has history impacted our current structure?
- In what ways has our history been maintained?
- How are family and community NOT grounded to the Lakota Nation?
- How does one address various members of the family/community/tiospaye?

Students will know...

- Culturally important locations within and around their surrounding community that are pertinent to Lakota history and traditions.
- The meaning of “mitakuye oyasin” and when to use the phrase properly.
- The expected protocol when addressing people in formal and informal speaking situations.
- How to respectfully approach and/or handle symbolic objects and images.
-

Students will be able to...

- Interpret culturally and language correct personal greetings.
- Demonstrate the basic steps of historical traditional dancing with gender differences.
- Identify cultural functions that make their families uniquely Lakota (Wacipi/Naming Ceremonies)
- Communicate or describe their immediate neighborhood and community.
- Identify their community’s culture and history.
- Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
- Analyze how organisms are linked to one another and the environment.
- Construct and read simple maps using labels, a map key and compass rose.
- Identify American symbols and landmarks.
- Identify the attributes of a good citizen and the rights and responsibilities of citizenship.
- Identify goods and services and natural resources available in student’s community.
- Explain choices families have to make when buying goods and services.
- Connect people and events honored in commemorative holidays.
- Analy.
- List rules in different groups for different situations.
- Identify their being Lakota and their connection to the Lakota Nation.
- Identify significant events in history that changed the structure of the Lakota Nation.
- Make comparisons between past/present practices in traditional ways.

Assessment Evidence

Performance Tasks:

Food harvesting/identification/classification
 Historical site identification
 Canoeing (water safety)
 Fieldtrips
 Respectfully listening to guest speakers/hosts
 Planting trees/bulbs
 Water sampling
 Setting up a tipi
 Dancing
 Pantomime performances
 Retelling stories/experiences/learnings
 Counting 1-20 in Lakota
 Telling of family (winter count) story
 Traditional skill building games

Other Evidence:

Community and landmark (historical sites) maps
 Charts/Graphs (landscapes, harvested items)
 Food Webs (self/plants/animals)
 Stories about community workers and jobs
 Thank you notes to guest speakers and hosts
 Pictures/Drawings of experiences/community
 Winter counts and historical timelines
 Shape designs
 Graphs of items and uses
 Display of shields
 Silhouettes of leaders
 Silhouettes of self with shield and tiospaye description
 Journals
 Personal dictionaries (Lakota/English)
 Observation checklists
 Anecdotal records

Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The unit will allow students to expand their knowledge of extended family as they explore their community past and present. A winter count and oral story of tiospaye will be shared. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – Students will place themselves within their extended kinship and Lakota social structure. Exploration of family origins and culturally important locations will get students *hooked* on this unit’s purpose to help them make connections between themselves, their families and the community.

E – The unit’s methodologies will connect students with community members, activities, and locations. Authentic *experiences* will include guest speakers, fieldtrips, and site-based experiments. Students will be engaged in traditional experiences making and interpreting winter counts, applying Lakota star knowledge, and associating specific marks and patterns with families. Through listening, speaking, reading and writing about their experiences students will be *equipped* to think more critically about their community.

R – As the students utilize the opportunities of explorations, they can rethink the specific strategies that they used previously. The students will *revisit* and *revise* outcomes to completed assignments.

E – After the students revise their completed assignments each student will *evaluate* the outcome and record their viewpoint. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study their specific connection to the community, which in turn is *tailored* to their specific ability and their prior knowledge. Students may narrow their focus to close family or address fewer aspects of the Lakota social structure as appropriate.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1	Week 2	Week 3	Week 4
Social Studies	Map of historical sites/markers Family origins	Parks/Recreation people visit ID community workers	Community elders present oral histories	Tipi's
Science	Food webs Self/plant/animal	Water samples and water safety	Harvesting and classifying	Planting bulbs/trees
Math	Community map (shapes as legend)	Counting/charting landscape	Graphing/classifying/adding harvested items	Jobs and spending money
Lang Arts	Community places/jobs It's what we do...	Jobs/duties Listening to community workers describe jobs	Listening (cont.) Thank you notes to speakers	Day in the Life... (tell, write, read, listen) Perfect Job (tell, write, read, listen)
Health/PE	Family Fun Gathering Activities	Visit Clinic (Porcupine) Canoeing (safety)	Visit Senior Building (walk)	Dancing
Arts	Self-outline in future job Pantomime	Retelling stories or experiences or learnings	Taking pictures or making pictures of visit to Senior Center	Drawing of community/school

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Family origins & family jobs	Hunka relatives, community workers	Community elders	Historical sites
Science	Plants & the 4 seasons	Harvesting/classifying important plants	Classifying important animals	Historical timeline, Leaders, events
Math	ID patterns, shapes, symbols	Using and making maps	Graphing	Jobs and spending money
Lang Arts	Community places	Describing plants	Describing animals	Describe the job you want
Health/PE	Family fun/games	Visit hospital	Visit the college	dancing
Arts	Pantomime a job	Tell about the hospital	Draw a picture of the college	Draw a map of your country

Sequence of Instructional Lessons and Learning Experiences K-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Winter Counts Leaders	Relationships Hunka Relatives	Mapping major areas on the reservation	Naming other bands Reflection/Showcasing
Science	Four Seasons Lakota Star Knowledge	Plants/Animals – Importance to Lakota	Historical timeline of leaders and events	Reflection and Showcasing
Math	Our Shape Designs (Patterns) Design patterns and symbols ID objects of similar shapes	Graph 10-20 items and uses of each Count in Lakota	Compare distances traveled from Porcupine	Associate numbers with culturally relevant materials (drums, feathers)
Lang Arts	Male/Female, Lakota/ English Winter Count (and tell story)	Write male/female relationship terms Share Hunka name and relative	Journal description of tiospaye	Display and describe winter count
Health/PE	Our Dance “Light as a Feather” ID Dances and practice different steps	Smudging for strength and well- being	Skill building games and sportsmanship	Self-Reflection
Arts	Dance Display of shields (each child picks a specific set of marks)	Understand specific song – Hunka Ceremony (not a dance song)	Silhouettes of past leaders	Silhouette of self with shield and tiospaye description

Key Vocabulary (Community)

<p><u>Week 1 – Oko Wanji</u> Map – <i>Si Iyutab</i> Historical Site – <i>Ehanni Makoce hel</i> Family Origin – <i>Tiwahe Owe</i> Food Web– <i>Woyute O-owe</i> Self – <i>Iye</i> Plants – <i>Woicage</i> Animals – <i>Wamka Skan</i> Community Map – <i>Oyanke Si Iyutap</i> North – <i>Waziyata</i> South – <i>Itokagata</i> East – <i>Wiyohinyanpata</i> West – <i>Wiyohpeyata</i> Community Places – <i>Oyanke Tuketkel</i> Jobs – <i>Wowasi</i> It’s what we do – <i>Hecunkunpi</i> Family Fun – <i>Tiwahe Iyokpiya Woicun</i> Gathering Activities – <i>Ptayela Woicun</i> Future Job– <i>Tokata Wowasi</i> Self Outline – <i>Ici Cage</i></p>	<p><u>Week 3 – Oko Yamni</u> Oral – <i>Wico or Oyake</i> History – <i>Ehanni</i> Community – <i>Oyanke</i> Elders – <i>Tankakan</i> Home (Lodge)– <i>Tipi</i> Harvesting– <i>Ptaya</i> Classifying (Graphing) – <i>Ikcekce Palehan</i> Items – <i>Takuku</i> Listening – <i>Wa-anagoptan</i> Thank-you Notes – <i>Wopila Wowapi</i> Walk – <i>Mani</i> Senior Citizen Building – <i>Tonkan Tipi</i> Taking – <i>Icu</i> Pictures – <i>Itowapi</i> Visit – <i>Owanyang Omani</i> Pantomime – <i>Iyesni Woicun Iyutab or Woglakesni Wicoskan</i></p>
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<p><u>Week 2 – Oko Num</u> Community Workers – <i>Oyanke Wowasiyu ki</i> Parks and Recreation Rangers– <i>Mkasica, Woawanke, Waawanglake</i> Water – <i>Mni</i> Samples – <i>Mni Wanka Iyutap</i> Safety – <i>Mni Wankab Ikopab</i> Counting – <i>Yawa</i> Charting Landscape – <i>Makoce Ikcekce Palehan</i> Job Duties – <i>Wowasi Woicun</i> Listening – <i>Wonahon or wa-anagoptan</i> Clinic – <i>Okuje Oti</i> Thursday – <i>Anpetu Topa</i> Canoe – <i>Wata</i> Retelling – <i>Hecta Oyaka pi</i></p>	<p><u>Week 4 – Oko Topa</u> Showcase – <i>Ikpazo</i> Dance – <i>Waci</i> Song – <i>Olowan</i></p>
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Key Vocabulary & Phrases	
<p>Community – Oyanke Kindergarten</p>	<p>Waziyata Itokagata Wiyohinyanpata Wiyohpeyata Wowasi woecun (<i>pictures of various jobs placed inside medicine Wheel</i>)</p>
<p>1st Grade</p>	<p style="text-align: center;">Okuje Oti</p> <p>1.Imacage ki <u>Owayawa</u> el wowasi bluha wacin. <i>Mazaska Oti</i></p> <p>2.Tankakan wico oyake na itowapi ota yuhapi.</p>
<p>2nd & 3rd Grade</p>	<p>Pejuta Haka wl wojupi tanka wan kagapi. Etan woyute toktok icage. Wagmiza, unjinjintka, pangi zizi, wagmuspansni, hasuta na wagmu zi. Lena hunhlala el icage. Oyate ki woyute lena ilagyapi kta ca un wojupi.</p> <p>Oyanke iyohila Tonkan tipi glepi ki el tankakan ki wico oyake ota yuhapi. Tankakan wanji woglaka hantanis iyuha anagoptan yankapi kte. Iyotan ehanni woglakapi hantans.</p>

Key Vocabulary (Tiospaye)

Week 1 – Oko Wanji

Winter Count – *Waniyetu owapi*
 Leaders – *Itancan*
 Winter - *Waniyetu*
 Spring - *Wetu*
 Summer - *Bloketu*
 Fall - *Ptanyetu*
 Connections – *Toske Owe Hiya (Lakota)*
 Star– *Wicahpi*
 Knowledge – *Woksape*
 Design (Patterning) – *Woglignle yapi*
 Plants – *Woicage*
 Animals– *Wamakaskan*
 People – *Oyate*
 Symbols/Patterns – *Owapi*
 Lodge – *Tipi*
 Identify – *Iyekiyé*
 Cone-shaped Object – *Wapaslatap*
 Gender Specific – *Woglakapi or wiyán na wicasa*
 Retell – *Hekta Oyakapi*
 Story – *Woyakapi*
 Our– *Unkitawa*
 Dance – *Waci*
 Light (weight) – *kaposila*
 Feather – *Wiyaka*
 Band – *Tiospaye*
 Practice – *Iyuta*
 Round Dance - *Kahomni Waci*
 Rabbit Dance – *Mastin Waci*
 Display – *Pazo*
 Shield - *Wahacan*

Week 2 – Oko Num

Relationships – *Otakuye*
 Making relatives – *Hunka or Hunkapi*
 Buffalo – *Tatanka*
 Women – *Wiyán*
 Ceremonies – *Woicun*
 Make – *Kage or Kaga*
 Write – *Owa*
 Share – *Okiciyapi*
 Their – *Tawa*
 Smudging – *Wowasake*
 Guidance – *Wo-okiye*
 Understand – *Okahnige*
 Song – *Olowan*
 Sung – *Ahiya*

Week 3 – Oko Yamni

Mapping – *Si Iyutap*
 Areas – *Oyanke Ptaya*
 Using – *Un*
 Timeline – *Waniyetu Opta*
 Famous – *Wankahantuya*
 Leaders – *Itancan*
 Compare – *Iyuta Iwanyanka*
 Distance – *Tohanya*
 Travel – *Omani*
 Various – *tok tok*
 Porcutime – *Pahin Sinte*
 Where – *tuktel*
 Come from – *Owe Etan*
 Skill – *Kili*
 Games – *Oskate*
 Sportsmanship – *Ohan Waste*
 Make – *Kaga*
 Silhouettes/Shadow – *Iwainciglaka*
 Display - *Pazo*

Week 4 – Oko Topa

Naming other Band – *Okolakiciye or Cajewicaglatap*
 Numbers – *Iyawa*
 Drum – *Cancega*
 Feathers – *Wiyaka*
 Display – *Pazo*
 Describe – *Oyakehca*
 Winter Count – *Waniyetu Owapi*

Key Vocabulary & Phrases (Tiospaye)

<p>Tiospaye Kindergarten</p>	<p>Itancan waniyetu bloketu ptanyetu wetu wicahpi Itancan wankahantuya oyate wicakagapi</p>
<p>1st Grade</p>	<p>Itancan ki oyanke tokiyatanhan he?/hwo? Toske wicasa wanji itancan glahnigapi he?/hwo?</p>
<p>2nd & 3rd Grade</p>	<p>Oyanke iyohila wakpala wan yanka ca etan wicasa wankahantuya wanji itancan glahniga pi. Wicasa ki le oyate tokeya cante ewicakignake. Takun ecun kta kes tokeya iyukcan toske oyate ki uniwahstepi kte ki. Talo ecu hantas tokeya winunhcala, wicahcala, wamblenica, hena wicaku. Takun akipapikta hantans iye tokeya inajin. Wicasa saka heca kte takomni.</p> <p>Winyan ki tipi tawa ki akanl owapi cin hantans iye wogligle yapi, eyas wicasa wanji akan wowapi kiye hantans wamakaskan wicakage. Taku un tipi ki wiyunpi na owapi ki iyekiyapi kta ca heun. Ho he tipi wanlaka hantans wicooyake nains tuwa tipi ki he caje oyake.</p>

Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

Completing the Circle Curriculum: Teaching Guide, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf>

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms, Jones & Moomaw, (2002), Red Leaf Press <http://www.redleafpress.org/productdetails.cfm?PC=169>

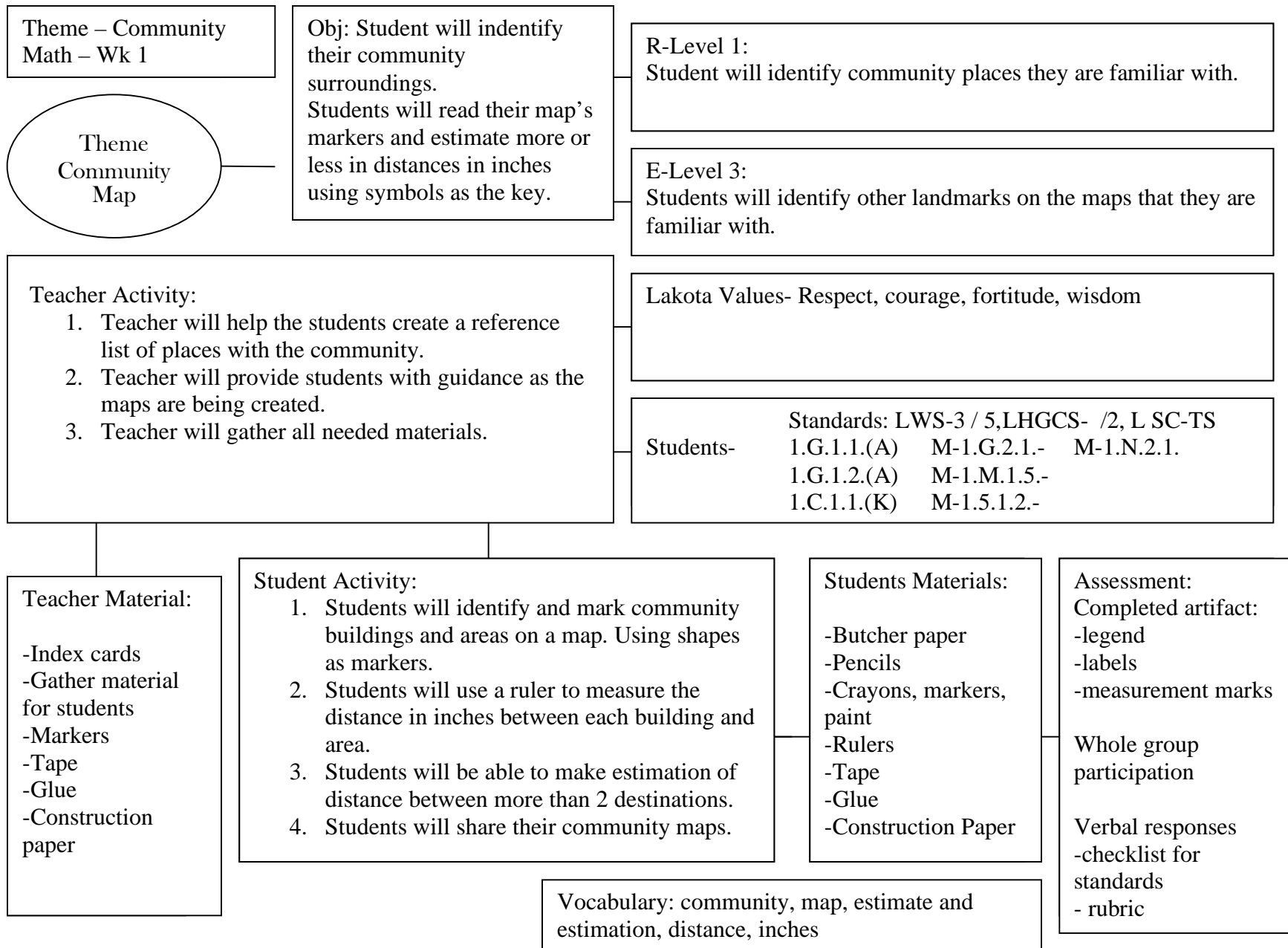
Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards
Charlie White Eagle, Interpretation

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2009): Shannon Amiotte, Darleen Bear Killer, Mike Curran, Richard Jones, Naomi Last Horse, Matilda Montileaux, Juanita Rooks, and Pauline Wilson

Revision and Grades 2-3 Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones





K-3 Integrated Thematic Unit

Theme 3 – People & Tribes

November



Unit Overview

The unit on the People & Tribes will introduce students to their Lakota society, culture and identity. The various Lakota bands will be studied along with other tribes that associated with the Lakota and other tribes from around the world. Academic skills will be reinforced through a rich variety of hands-on experiences.

Desired Results

Enduring Understandings:

The social structure of the Lakota nation is different from dominant society.
 They are connected to the Lakota nation.
 They belong to an extended kinship.
 Everything happens in a circle.
 Historical events have a significant role in current social structure.
 Tribal history was kept through oral traditions, winter counts, pictographs and cave drawings.
 Oral tradition is common amongst people from around the world.

Essential Questions:

What is the Lakota Nation?
 What is the origin of the Lakota?
 How is the Lakota Nation structured?
 In what ways has history impacted our current structure?
 In what ways has our history been maintained?
 How are family and community NOT grounded to the Lakota Nation?
 How does one address various members of the family/community/tiospaye?

Students will know...

- The meaning of “mitakuye oyasin” and when to use the phrase properly.
- The expected protocol when addressing people in formal and informal speaking situations.
- How to respectfully approach and/or handle symbolic objects and images.

Students will be able to...

- Interpret culturally and language correct personal greetings.
- Demonstrate the basic steps of historical traditional dancing with gender differences.
- Identify cultural functions that make their families uniquely Lakota (Wacipi/Naming Ceremonies)
- Connect people and events honored in commemorative holidays.
- List rules in different groups for different situations.
- Identify their being Lakota and their connection to the Lakota Nation.
- Identify significant influences that changed the structure of the Lakota Nation.
- Make comparisons between past/present practices in traditional ways.

Assessment Evidence

Performance Tasks:

Counting in Lakota
 Telling of family (winter count) story
 Dancing
 Traditional skill building games
 Identification of continents, oceans and major rivers

Other Evidence:

Historical timeline
 Artistic/cultural designs
 Graphs of items and uses
 Winter count
 Display of shields
 Silhouettes of leaders
 Silhouettes of self with shield and description
 Journals
 Personal dictionaries (Lakota/English)
 Observation checklists
 Anecdotal records

Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The unit will allow students to expand their knowledge of people from around the world. Winter counts, pictographs and oral traditions be shared. Classroom displays and interactive bulletin boards will help students know *where* the unit is going. They will be shown some of the items they will be creating during the unit.

H – Activities building on prior knowledge and experiences will get students *hooked* on this unit’s purpose to help them make connections between their families and the larger world community. Students will place themselves within their extended kinship and Lakota social structure.

E – The unit’s methodologies will connect students with the Lakota Nation and the World. Students will be engaged in traditional *experiences* including making and interpreting winter counts, pictographs, applying Lakota and other cultural star knowledge, and associating specific marks and patterns with families. Through listening, speaking, reading and writing about their experiences students will be *equipped* to think more critically about their connection to the Lakota Nation.

R – The last week of the unit is devoted to *reflection* on the knowledge gathered. Students may use this time to *rethink* and *revise* any of the bulletin board items they have created for display.

E – Students will *evaluate* their work by choosing a way of showing its connections to previous lessons. In addition, students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit is *tailored* to student learning needs. Students that finish early can move on to learning about other tiospaye and even other tribes. Students that are struggling with getting information can narrow their focus to family. They may also address fewer aspects of the Lakota social structure.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1	Week 2	Week 3	Week 4
Social Studies	Winter Counts Leaders	Relationships Hunka Relatives	Mapping major areas on the reservation	Naming other bands Reflection/Showcasing
Science	Four Seasons Lakota Star Knowledge	Plants/Animals – Importance to Lakota	Historical timeline of leaders and events	Reflection and Showcasing
Math	Our Shape Designs (Patterns) Design patterns and symbols ID objects of similar shapes	Graph 10 items and uses of each Count 1-20 in Lakota	Compare distances traveled from Porcupine	Associate numbers with culturally relevant materials (drums, feathers)
Lang Arts	Male/Female, Lakota/ English Winter Count (and tell story)	Write male/female relationship terms Share Hunka name and relative	Journal description of tiospaye	Display and describe winter count
Health/PE	Our Dance “Light as a Feather” ID Dances and practice different steps	Smudging for strength and well- being	Skill building games and sportsmanship	Self-Reflection
Arts	Dance Display of shields (each child picks a specific set of marks)	Understand specific song – Hunka Ceremony (not a dance song)	Silhouettes of past leaders	Silhouette of self with shield and tiospaye description

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Asia/Polynesia oceans	Europe/continents	Africa/rivers	N. Am. Tribes
Science	Printing, gun powder	Crossbow, gun	Stonework, origins?	View of nature
Math	Populations of countries	Populations of countries	Populations of countries	Populations of tribes
Lang Arts	Languages/writing Journal	First Contact Journal	Slavery Journal	First contact Journal
Health/PE	Dances, foods	Dances, foods	Dances, foods	Dances, foods
Arts	Draw Chinese Characters	Cave Drawings	Sculptures	Indian designs Petra glyphs

Key Vocabulary

Week 1 – Oko Wanji

Asia/Polynesia – *Ista Iyutintan Oyate*
 Oceans – *Mniwanca*
 Printing – *Wowapi apatab*
 Gun powder – *Wanapobya blu*
 Population – *Oyate tona wicoun*
 Languages – *Wicoiye*
 Writing – *Owapi*
 Dances – *Wacipi*
 Foods – *Woyute*
 Clothes – *Hayapi*
 Daily lives – *Toske ounpi*

Week 3 – Oko Yamni

Africa – *HaSapa Oyate Makoce*
 Rivers – *Wakpala*
 Stonework – *Inyan akan wowapi*
 Population – *Oyate tona wicoun*
 Slavery – *Wicasa kaska wicayuhapi*
 Dances – *Wacipi*
 Foods – *Woyute*
 Sculptures – *Inyan unwakagapi, maka blu unwakagapi*

Week 2 – Oko Num

Europe – *IyaSica Oyate – Wasicun*
 Continents – *Mniwanca makoce opta*
 Crossbow – *Itazipa glakinyan s’aka*
 Gun – *Mazakan*
 Population - *Oyate tona wicoun*
 First contact – *Tokahe atawicayab*
 Dances – *Wacipi*
 Foods – *Woyute*
 Cave drawings – *Makoce imahel awowapi*

Week 4 – Oko Topa

N. Am. Tribes – *Toka Oyate*
 Views of nature – *Toske tamakoce unpi*
 Population – *Oyate tona wicoun*
 First contact – *Tokahe atawicayab*
 Dances – *Wacipi*
 Foods – *Woyute*
 Indian designs – *Wakagapi*
 Petra glyphs – *Hepiya akan wowapi*

Key Vocabulary & Phrases

<p>People & Tribes Kindergarten</p>	<p>Wk 1 - Ista iyutintan Oyate mniwanca owapi wanap'obyablu Wk 2 – IyaSica Oyate itazipa glakinyan s'aka mazakan awowapi Wk 3 – HaSapa Oyate makoce wakpala Inyan wowapi Wk 4 – Toka Oyate tona tokaheya atawicayab wakagapi</p>
<p>1st Grade</p>	<p>Wk 1 – Ista Iyutintan Oyate tamakoce ki mniwanca akotahan. Wk2 – IyaSica Oyate tamakoce ki iya tokca otapi. Wk 3 – HaSapa Oyate tamakoce ki lila hanske. Wk 4 – Toka Oyate toske tamakoce unpi ki lila otapi.</p>
<p>2nd & 3rd Grade</p>	<p>Wk 1 – Ista iyutintan Oyate ki lila otapi. Mniwanca akotahan etan upi na iyapi ki inseya toktokcapi. Ounyapi ki nakun toktokca pi. Hayapi ki ese anpetu iyohila woyakapi ogna igluzapi. Woyute ki nakun tuktel onyanpi etan hena icupi.</p> <p>Wk 2 – IyaSica Oyate tamakoce ki oyate ota iyatoktokca makoce opta yankapi. Makoce opta oyate tona wicoun ki wicahpi aicyela ota pi. Etan itazipa glakinyan s'aka eya yuhapi. Ko etan mazakan wacaje ota yuhapi. Woyute hunh tokca na taohan pi ki lila tokca. Hetu ca makoce imahel awowapi.</p> <p>Wk 3 – HaSapa Oyate tamaka ki wakpala wan hpaye ki etan canwasma icage. Makoce iyokise iyaya pi hantas hel ins anpetu iyohila sna lila okate. Le maka ki etanhanca HaSapa wicasa ki mawicanupi na kaska wicayuhapi. Oyate ohola wicayapisni, e tehiya owicakihanpi. Letan taku wakagapi ki Inyan unwakagapi na makablu wakagapi hena e. Inseya tawoicun toktokca, wacipi na skatapi hena hoksila ki wicasa ectkiya wicayuwinyeyapi.</p> <p>Wk 4 – Le unkoyeunyanpi ki Toka oyate inseya otapi. Inseya unpi ekta toske tamakoce unpi ki hel anpetu iyohila woyakapi ki he un. Hayapi un igluza pi na taku woyute yutapi hena. Taohanpi ki nakun tokca. Wakagapi ki hena ko tokca. Taku kiyela ilagyapi okhipi ki un wakagapi. Inseya tokaheya wicasa tokeca atayewicayab pi ki etan takuku ota akipapi. Lena hunh maya aglagla tipi na itowapi apatab pi.</p>

Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

Completing the Circle Curriculum: Teaching Guide, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf>

Lakota Winter Counts: An Online Exhibit, Smithsonian National Museum of Natural History

<http://wintercounts.si.edu/index.html>

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms, Jones & Moomaw, (2002), Red Leaf Press <http://www.redleafpress.org/productdetails.cfm?PC=169>

Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones



K-3 Integrated Thematic Unit

Theme 4 – Universe December



Unit Overview

The Universe unit will promote an understanding of the vastness and the many celestial objects in our universe. Students will first be introduced to many of the creation stories from around the world. Students will also examine and work with large numbers. They will identify the planets of our Solar System as well as other objects found in the universe.

Desired Results

Enduring Understandings:

People from around the world have different and similar stories explaining creation.
 The universe is dramatically huge.
 Atoms are dramatically small.
 Large numbers are needed to discuss the universe and objects found in the universe.
 The universe, like numbers, may be infinite as our present understanding suggests that the universe is still expanding.
 The solar system consists of planets, asteroids, moons and comets.
 Students will identify various constellations.

Essential Questions:

What are creation stories?
 How are creation stories similar/different?
 What are elements?
 What is the Solar System?
 What are some celestial objects?
 What are large numbers?
 What are some forms of travel?

Students will know...

- There are many different ways to view creation.
- The identity of several celestial objects.
- About atoms and elements.
- Using zeroes to express large numbers.
- Various constellations.

Students will be able to...

- Identify elements.
- Identify large numbers
- Recognize different creation stories.
- Identify and use large numbers
- Identify various celestial objects (sun, moon, planets, constellations).
- Recognize changes in the appearance of the Moon over time.
- Read or listen to a variety of texts to gain information, ie. legends/oral transmissions.
- Compare and contrast story elements.
- Identify various modes of travel.

Assessment Evidence

Performance Tasks:

Telling of creation stories
Singing and dancing
Preparation of cultural foods

Other Evidence:

Mapping continents, oceans and major rivers
Comparing/contrasting diverse perspectives
Winter counts, pictographs
Designs and symbols in art
Scale models
Journals
Personal dictionaries (Lakota/English)
Observation checklists
Anecdotal records

Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The unit will empower students to want to learn about the universe, through stories and reading. Through hands on experiences students will gain knowledge about the universe and its composition. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – Students will create materials from scratch that will be worth something to them. It will enable them to do more and to be more constructive and resourceful. The students will get *hooked* on this unit's purpose through a variety of activities designed to help students make connections between themselves, their families and people of other nations.

E – The unit's methodologies will help the students become hands on experienced through *explorations* of the universe. Students will be provided with step-by-step instruction as needed and will be taught to care for the materials/products they create. Through listening, speaking, reading and writing about their experiences, students will be *equipped* to think more critically about the universe.

R – Before each student does his/her project, examples of or patterns of the finished materials shall be presented as a model. Students will be given opportunities to *reflect* upon and *revise* their projects. If a child does not like how something looks, he/she may do it differently or adopt a design/pattern shared by another child who has similar interests. Children will be allowed to make modifications until the outcome is satisfying enough for them to proceed to the next planned project.

E – The students will always critique their work. After the students revise their completed projects/assignments, each student will *evaluate* the outcome and record their viewpoint. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study their history from the creation story to present times. Students will build on their present knowledge of the solar system and expand it to the universe. The unit is *tailored* to their specific ability and their prior knowledge.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1	Week 2	Week 3	Week 4
Social Studies	Creation stories	Lakota creation story	Other tribes stories	Lands stories come from
Science		Moon & sun	Constellations	Our solar system
Math	Using zeros	Zeroes in the ones and tens place	Counting by 2s, 5s and 10s	Time and distance
Lang Arts	Tell a creation story	Draw pictures and write words or sentences describing Lakota creation story	Tell how creation stories are different or alike	Tell/write a story about the moon
Health/PE	Gym: play basketball then ball/pea ratio	Outside play hoops	Walk, jog, run	Travel by horse, bike, car, jet
Arts	Solar system mobile	Make the earth and moon	Make a constellation Constr. Ppr. Pin holes	Reflection and Showcasing

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Creation stories	Lakota creation story	Other tribes stories	Lands stories came from
Science	Atoms/elements	suns & planets	Other celestial obj.	Our solar system
Math	Using zeroes	Zeroes as place holders	Using large numbers	Time and distance
Lang Arts	Tell a creation story	Write words or sentences describing Lakota creation story	How are the stories different or alike	Tell/write how big the solar system is
Health/PE	Gym: play basketball then ball/pea ratio	Outside play hoops	Walk, jog, run	Travel by horse, bike, car, jet
Arts	Solar system mobile	Solar system by scale	Make a constellation Constr. Ppr. Pin holes	Reflection and Showcasing

Key Vocabulary

Week 1 – Oko Tokahe

Creation story – otokaheya kagapi
 Atoms/elements – taku skanskan
 Using – unpi
 Ratio – le, lecel – he, hecel
 Ball – tapa
 Pea – omnica gmigma
 Solar system – wicahpi iwankabya

Week 3 – Oko Yamni

Other tribes – Toka
 Stories – wicooyake
 Celestial – taku skanskan s'e
 Numbers – iyawapi
 Large – tanka
 Using – un, unpi
 Different – tokeca
 Same – akeliceca
 Walk – mani
 Run – iyanka
 Jog – hanhiya iyanka

<p><u>Week 2 – Oko Num</u></p> <p>Past – <i>Ehanni</i> Present – <i>Lehanl</i> Dance Regalia – <i>Wokoyake</i> Sun – <i>wi</i> Planets – <i>wi opta okawinga</i> Moon – <i>hanwi</i> Zero – <i>takuni</i> Place holders – <i>iyawapi oyuspa</i> Words – <i>wicoiye</i> Outside – <i>tinkal</i> Play – <i>skata</i> Hoops – <i>cangleska</i></p>	<p><u>Week 4 – Oko Topa</u></p> <p>Lands – <i>makoce</i> Stories – <i>wicoiye</i> Solar system - <i>Wicahpi iwankabya</i> Time – <i>oape</i> And – <i>na</i> Distance – <i>tohanya</i> Tell – <i>oyaka</i> Write – <i>owa</i> How – <i>toske</i> Big – <i>tanka</i> The – <i>ki</i> Travel – <i>icimani</i> Car – <i>iyecinka iyanke</i> Bike – <i>hugmiya num akanyanke</i> Jet - <i>Iyecinka kinyan</i> Reflection – <i>piya oyaka, piya iyukcan</i> Showcasing - <i>ikpazo</i></p>
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Key Vocabulary & Phrases	
<p>Universe Kindergarten</p>	<p>Wk 1 – <i>taku skanskan iyawapi takuni tapa omnica wicahpi</i> Wk 2 – <i>wi hanwi wi opta okawinge iyawapi takuni oyuspa</i> Wk 3 – <i>toka tanka akeliceca tokeca hanhiya iyanke lila iyanke</i> Wk 4 – <i>makoce wicahpi iwankabya oape tohan</i></p>
<p>1st Grade</p>	<p>Wk 1 – <i>Taku skanskan hena ohinyan skanskan pi eyas wanlaka oyakisni.</i> Wk 2 – <i>Wi na hanwi ki akotanhani wi opta okawinga ki yankapi.</i> Wk 3 – <i>Watohanl ohankoya iyankapi and ake hanhiya iyankapi kte.</i> Wk 4 – <i>Oape ki watohanl ohanko selececa.</i></p>
<p>2nd & 3rd Grade</p>	<p>Wk 1 – <i>Otokaheya kagapi etan taku skanskan tokeya iwoglakapi. Ho hetan taku keyas wicakagapi. Mahpiya, wi, hanwi na tatuye topa. Lena ecela sni.</i></p> <p>Wk 2 – <i>Lakota woyakapi eciyatanhan Hanwi lila winyan wahste heca and taku wahste ki iyuha tawa. Ake umneciyatan taku sice ki aicelya yanke. Watohanl sna hanwi ki inahme na ake sum iya hantas tainciye.</i></p> <p>Wk 3 – <i>Toka wicooyake ki hena onahon wahste. Wanji oyakapi ki he Iktomi unchila wan wi etan leciya peta agli.</i></p> <p>Wk 4 – <i>Wicahpi iwankabya oagna taku sum yanke ki nahanhci slolunyanpsni. Hena eca un oyate takuku pasipi na owa egnaka pi.</i></p>

Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

Completing the Circle Curriculum: Teaching Guide, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf>

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms, Jones & Moomaw, (2002), Red Leaf Press <http://www.redleafpress.org/productdetails.cfm?PC=169>

Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones



K-3 Integrated Thematic Unit

Theme 5 – Weather and Seasons

January



Unit Overview

This unit on weather will introduce students to Lakota star knowledge and its connection to weather and the seasons. Students will explore the connection of weather and seasons. They will identify activities connected to the seasons and understand stories related to weather and the seasons.

Desired Results

Enduring Understandings:

Lakota people had 4 seasons and 13 months in a year. During the seasons the Lakota participated in different activities.
 Seasons of the year were/are important to the cycle of life.
 Different plants come in season at different times.
 People dress according to season.
 The Lakota have an extensive knowledge of the stars.

Essential Questions:

What is Lakota star knowledge?
 Why do the seasons change?
 Why are there 13 months in a year?
 Why are seasons important to the cycle of life?
 How/why is the Lakota calendar different from traditional calendars?
 What are different activities within the seasons?
 How are stories used to describe life cycles?
 How do you dress for different seasons?
 When are traditional plants “in season”?

Students will know...

- How to dress for the weather.
- Which traditional foods are harvested during each of the four seasons.
- Different constellations may be seen during different seasons.
- A variety of creation stories that explain the natural phenomenon of the sky.

Students will be able to...

- Recognize changes in weather over time.
- Describe types and patterns of weather during different seasons.
- Identify and compare weather sounds.
- Describe relative positions of objects.
- Identify the basic structures, functions and needs of plants in relation to their environment.
- Relate characteristics of plants and animals that allow them to live in specific habitats.
- Explain how animals instinctively meet basic needs in their environment.
- Explain choices families have to make when harvesting natural resources.
- Describe proximity of objects in space.
- Find a date on the calendar.
- Recognize changes in the appearance of the moon over time.
- Identify and describe a selected constellation.

Assessment Evidence

Performance Tasks:

Identification of constellations
 Constellation pantomimes
 Moon observations over time
 Buffalo/Deer hide comparisons
 Weather measurements
 Dressing for the weather
 Story retellings

Other Evidence:

Temperature graphs and number lines
 Favorite winter activity stories and pictures
 Constellation pictures and descriptions
 Moon cycle charts/posters
 Season charts/posters
 Journals
 Personal dictionaries (Lakota/English)
 Observation checklists
 Anecdotal records

Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The unit will allow students to explore the seasons and weather throughout a year. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – The students will share their individual prior knowledge of weather and seasons. The sharing time will *hook* students to the unit through their specific individual connections.

E – The unit’s methodologies will help students make connections between their lives, the weather, and seasonal changes. Hands-on *experiences* will include monitoring changes in the weather over time, observing the night sky, and preparing for weather related emergencies. Through listening, speaking, reading and writing about their experiences students will be *equipped* to think more critically about weather patterns and the seasons of the year.

R – When students participate in the unit lessons they will be able to *rethink, reflect,* and make broader connections between themselves and the environment they live in. As students gain specific knowledge about the weather/seasons they will be able to identify their skills and abilities to make changes for growth through self-assessment.

E – Students will *exhibit* their development through participation in retellings and the artifacts they produce. As students become aware of their new understandings they will be able to make connections to their prior knowledge and set up future goals to learn more. Students will be engaged in ongoing journal activities through which they will *evaluate* their outcomes and record their viewpoints. In addition, they will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The teacher will *tailor* each lesson to meet the students’ needs to ensure they have the specific knowledge to grasp each concept.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1	Week 2	Week 3	Week 4
Social Studies	Read stories (Dakota Blizzard)	Oral Story – <i>Lakota Star Knowledge</i>	Read stories creating awareness of emergency situations	Story – <i>Where Do Flowers Go?</i>
Science	Identifying Seasons Ecology	Moon Cycle	Comparison of buffalo to deer hides	Ecology – plant dormancy
Math	Measuring weather (rain/snow gauge)	Make a constellation Graph Big/Little Dipper	Graphing measured temperature	Ordering temperature on a number line
Lang Arts	Journal weather daily	Choose a constellation and write a description	Create a booklet of various items for a given emergency	Writing and drawing about their favorite winter activity
Health/PE	Survival safety	Pantomime selected constellation	Appropriate seasonal attire	Outdoor living
Arts	Bird feeder	Cont. Pantomime activity	Share finished booklet with class	Snow art (with food colors)

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Read stories about weather from around the world	Current world weather	Weather and emergencies	Stories about survival money and exchange of goods
Science	Identifying seasons ecology	Earth/moon cycle Tornado in a bottle	Comparing pelts	Understanding dormancy. Annual/perennial
Math	Measuring rain water/snow water	Graphing temperature change over a 30 day period	Ordering temp. on a number line	Making a line graph, pie chart, bar graph using money
Lang Arts	Journal on a storm that you experienced	Write a description of a tornado with a picture	Create a booklet on items needed for an emergency	Write and draw about a favorite seasonal activity
Health/PE	Survival safety	Hold that form (dance)	Wearing appropriate attire	Outdoor living
Arts	Draw a tornado spiral and color	Choreograph a storm dance	Include pictures in your booklet	Food color art

Key Vocabulary

Week 1 – Oko Tokahe

Read – *Yawa*
 Dakota – *Dakota*
 Blizzard - *Osiceca*
 Identifying – *Okahniga*
 Seasons – *Wetu tohantu*
 Ecology – *Wo ichage*
 Measuring – *Iyutapi*
 Weather – *Anpetu*
 Snow – *Wa*
 Rain – *Magaju*
 Gauge – *Ognaka*
 Daily – *Anpetu iyohila*
 Survival – *Waktaun*
 Bird – *Zintkala*
 Feeder – *Owo-oku*

Week 3 – Oko Yamni

Read – *Yawa*
 Creating – *Kaga pi*
 Awareness – *Okahniya*
 Emergency Situation – *Wakta kainahni skan*
 Compare – *Iyuta or Iwanyanka*
 Buffalo Hide – *Tatanka Ha*
 Deer Hide – *Tahca ha*
 Graphing – *Ikcekce Palehan*
 Measured – *Iyutap*
 Temperature – *Osni or Kata iyawa*
 Booklet – *Wowapi*
 Appropriate – *Tukte na pica*
 Seasonal – *Wetu tohantu*
 Attire – *Igluza or Hayapi*
 Share – *Kiciyawa*
 Finish(ed) – *Glustan*

Week 2 – Oko Num

Star – *Wicahpi*
 Knowledge – *Wo ka sape*
 Moon – *Hanwi*
 Cycle – *Iyoptekiya*
 Make – *Kaga*
 Constellation – *Lakota Wicahpi Owahe*
 Graph – *Ikcekce Palehan*
 Big Dipper – *Wicakiyuhapi*
 Little Dipper – *Nape Okaspeya*
 Choose – *Ka hni ga*
 Write – *Owa*
 Description – *Owang tokcha*
 Pantomime – *Woglake sni wicoskan*
 Selected – *Ka hni ga*
 Reflect – *Piya woyukcan*
 Draw – *Ikazo*

Week 4 – Oko Topa

Story – *Wico-oyake*
 Where – *Tuktel*
 Flowers – *Wanahca*
 Go – *Ya*
 Ecology – *Wo icage*
 Plants – *Wo icage*
 Dormancy – *Apatinz hpaye*
 Order – *Iyawa*
 Temperature – *Osni or Kata iyawa*
 Number Line – *Iyawa or Gluoto*
 Writing – *Owa*
 Drawing – *Ikazo*
 Favorite – *Waste lakapi*
 Winter – *Waniyetu*
 Activity – *Woecun*
 Outdoor – *Tinkal*
 Snow – *Wa*
 Food Color – *Wiyunpi se*

Key Vocabulary & Phrases

<p>Weather & Seasons Kindergarten</p>	<p>Wk 1 - Okahniga Wetu Iyehantu Anpetu Woyake magaju waktaun Wk 2 - Lakota wicahpi owahe iyoptekiya wicakiyuha kahniga Wk 3 - Igluza/hayapi wakta kainnahin skan wowapi tuktena pica Wk 4 - Apatinz hpaye Osni/Kata Iyawa Waniyetu woecun</p>
<p>1st Grade</p>	<p>Wk 1 – Ista wicaniyan Wi el osiceca waktaunpi kta heca. Wk.2 – Hanwi na wicahpi na Lakota Wicahpi Owahe ki iyuha hanhepi ekta wayang pica. Wk 3 – Lakota tipi ki tatanka ha unpi waniyetu el na tahca ha ki wetu el unpi. Wk 4 – Waniyetu el wanahca woicage ki apatinza hpaye cin wa na osni.</p>
<p>2nd & 3rd Grade</p>	<p>Wk 1 – Omaka Iyehantu opta waniyetu na wetu nahanl bloketu na hehanl ptanyetu. Ista Wicaniyan Wi hel waniyetu na wahnhe na nakun ognahela osiceca woinapeke. Tona zintkala ena upi ki woyute olepi. Wahehanl sna wa hinhpaye ki ognake iyutapi oyuspe pica. Walehantu ki lila yajibjib osni.</p> <p>Wk 2 – Ista Wicaniyan Wi ki lel lila osni na wa ki wiyakpa na tuwe wan wakta sni hantas ista wicayusica okihi. Tohanl osni kta hanta wi nains hanwi ki acheichiti keyapi. Ho hel lila osni na oniye wankiglak pica. Walehanl sna Lakota Wicahpi Owahe na Wicakiyuhapi na Nape Okaspeya na wicahpi ko iyuha tanyan wanyang pica mahpiyata hanhepi ekta.</p> <p>Wk 3 – Ehanni tipi ki wamakaskan ha un kagapi. Wana osni na waniyetu ecetkiya igluwinyan hantas tatanka ha ca unpi, ecin taha ki he soke ca tona ata icikagepi. Osni ki he wana iyoptekiyapi na wana wetu ecetkiya yapi hantas tahca ha ca unpi ecin ha ki zipzipela. Anpetu iyohila okahniya ounpi ecin ognahila osiceca okihi. Wakta kainahni skan pi hecel tinkal tehan skanpi kte sni ca.</p> <p>Wk 4 – Wico oyake wan lecel oyakapi. Wakantanka taku kayes kagi na takuku wicaku, un inahmapi kta ca un. Tos, tingleska ki yugleska hecel tanyan inahmin kta ca, na hecel wico oyake ki au yukan wanahca ki eca leyapi. “Unkis tuktel unyanpi kta he. Wetu na bloketu opta makoce ki unyuwashte pi, na lila wahstemna unkagapi na tohanl unkiqlustanpi ki tukteni unyanpi sni.” Eyapi yukan lecel Wakantanka wicakcage, tohanl maka ki unuspayapi hantas hel wanahca ki iyuha tainc’iyapi kte. He un ca magaju iglustan hantas wigmuka wan waunyankapi.</p>

Instructional Resources

Badlands Observatory, Quinn, SD: <http://sdspacegrant.sdsmt.edu/bo.htm>

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

Completing the Circle Curriculum: Teaching Guide, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

[http://www.act-](http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf)

[tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf](http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf)

Lessons from Turtle Island: Native Curriculum in Early Childhood Classrooms, Jones & Moomaw, (2002), Red Leaf Press <http://www.redleafpress.org/productdetails.cfm?PC=169>

Moonstick: The Seasons of the Sioux, Bunting (1997)

Seasons of the Circle: A Native American Year, Bruchac (2002)

The Story of the Milky Way: A Cherokee Tale, Bruchac & Ross (1995)

Thirteen Moons on a Turtle's Back, A Native American Year of Moons, Bruchac & London (1992)

Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2009): Shannon Amiotte, Darleen Bear Killer, Mike Curran, Richard Jones, Naomi Last Horse, Matilda Montileaux, Juanita Rooks, and Pauline Wilson

Revision and Grades 2-3 Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones



K-3 Integrated Thematic Unit

Theme 6 – Transportation

February



Unit Overview

In this unit students will examine various aspects of transportation both past and present in Lakota life. Students will examine previous transportation modes with dogs, horses, travois, and later, wagons and automobiles. They will identify the times they were/are used. Students will also be allowed to experience the care of horses and safety required around horses.

Desired Results

Enduring Understandings:

Lakota used both Dog and Horse to travel across the land.
 The introduction of the horse, around 1650, dramatically changed Lakota lifestyle.
 Basic horsemanship skills can ensure safety around horses.
 There is a difference between past and present transportation.
 Different modes/types of transportation are used for various purposes.

Essential Questions:

Did we always use the horse to travel?
 How did we pack everything onto the travois?
 What did warriors pack with them then they headed out to hunt/war?
 How far and how fast would we travel in a day?
 What do I need to do around a horse to be safe?
 What do we use for travel today?
 How does the change in transportation affect our lifestyle?
 What other types of transportation are there?

Students will know...

- Basic horsemanship safety.
- How transportation impacts one lifestyle.
- Various modes of transportation and the suitability to different purposes.
- The Lakota had an efficient system to pack and move their belongings and/or items essential for survival.

Students will be able to...

- Tell time using analog and digital clocks and order a sequence of events with respect to time.
- Use timelines to chart the introduction of various modes of transportation to the Lakota.
- Estimate travel times using various modes of transportation, i.e. foot, w/dog, horseback.
- Identify reasons people move and how it affects their communities.
- Identify and use map components.

Assessment Evidence

Performance Tasks:

Creating/testing a moving devise
Animal movement pantomime
Food preservation for travel

Other Evidence:

Animal speed comparison chart
Incline speed chart (pushing/pulling)
Travel time chart (by foot, with dog, horseback, car)
Favorite way to travel story
Model of past/present transportation
Clay horses/dogs
Painted scene of ride to school
Journals
Personal dictionaries (Lakota/English)
Observation checklists
Anecdotal records

Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The unit will connect transportation of the past to the present using oral history and stories to guide students through hands-on experiences. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – Students will be engaged in various activities and hands-on experiences that will impact their knowledge and need to learn more. The students will get *hooked* on this unit's purpose to help them make connections between transportation past and present.

E – The students will gain knowledge through various *explorations*: modeling and observation, oral tradition through storytelling, journaling experiences, and hands-on activities. Through listening, speaking, reading and writing descriptions of their experiences, students will be *equipped* to think more critically about family.

R – As students utilize opportunities to retell exploration experiences, they can *rethink* the specific strategies that they used previously in relation to their newly acquired knowledge and skills. The students will *revisit* and *revise* outcomes to completed assignments.

E – The students will share their experiences allowing them the process of *evaluation*. After the students revise their completed assignments each student will *evaluate* the outcome and record their viewpoint. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study various modes of transportation, which in turn is *tailored* to their specific ability and their prior knowledge. Students that are advanced will be able to engage in additional activities or review past experiences. Students who need additional time and experiences to conceptualize given tasks will be allowed that.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1	Week 2	Week 3	Week 4
Social Studies	Oral stories – ways to travel (land/water)	Oral story “The Sacred Dog”	Oral stories How to pack a travois	How do we travel today? Different forms of travel Map landmarks
Science	Creating own moving devise Buoyancy (sink/float)	Horse/Dog breeds Connecting prehistoric origin	Comparing speed of animals using a timer	Noting speed – incline pushing/ pulling
Math	Distance comparing (land/water)	Mileage counting and adding	Calculating the differences in days (by foot, by foot w/ dog, on horseback) Estimating	Estimating distance traveled by horse/ car Compare distances
Lang Arts	Journal – Transportation for travel land/water	Journal – How dogs were used	Journal – What happened when horses came to the Lakota?	Write about their favorite way to travel
Health/PE	Utilizing preserved food for travel	Animal movement activity	Walking	Walking up/down hill Running up/down hill
Arts	Clay making of horses/dogs	Cont. Animal movement activity	Create a model of past/present transportation	Painting scene of ride to school

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Travel stories	Where energy comes from	Pack for travel	Using a map
Science	Different modes of transportation	Energy (gas) (electric)	Types of vehicles	Physics: inclines and screws
Math	Adding/subtracting distances	Finding distance using a road map	Finding large distances (continents, oceans, etc.)	Multiplying distances
Lang Arts	Lakota transportation early years to present	Describe a trip to Rapid...	I’m going to... so I need...	Flying a rocket is...
Health/PE	Utilizing preserved food for travel	Animal movement activity	Walking	Walking up/down hill Running up/down hill
Arts	Make a paper boat	Make a paper airplane	Build a wooden race car	Make and fly a rocket

Key Vocabulary

Week 1 – Oko Tokahe

Oral – *Iyapi*
 Way – *Toske*
 Travel – *Omani*
 Land – *Makoce or Maka akan*
 Water – *Mni*
 Create – *Kage*
 Own – *Tawa*
 Moving – *Ya or Ye*
 Devise – *Takun*
 Sink – *Mnimahel iya*
 Float – *Mini akan*
 Distance – *Makiyutap*
 Transportation – *Ogna Omani*
 Food – *Woyutap*
 Utilizing – *Glutap or Yutap*
 Clay – *Maka*
 Horses – *Sunkakan or Sunkawakan*
 Dogs - *Sunka*

Week 3 – Oko Yamni

How – *Toske*
 Pack – *Wognaka or Ognaka*
 Travois – *Yuslohe*
 Compare – *Iyuta or iwanyanka*
 Speed – *Ohankoya*
 Animals – *Wamakaskan*
 Calculating – *Owa or Wayawa*
 Differences – *Icitokca*
 Days – *Anpetu*
 Foot (walk) – *Si-mani*
 With – *Kici*
 Dog – *Sunka*
 Horse – *Sunkakan or Sunkawakan*
 Estimating – *Iyukcanya*
 Create – *Kaga*
 Model - ... *Heca ke sle*
 Past – *Ehanni or Ehankehan*
 Present – *Lehanl*
 Transportation – *Taku ogna omani*

Week 2 – Oko Num

Dog – *Sunka*
 Sacred – *Wakan*
 Horse – *Sunkawakan or sunkakan*
 Prehistoric – *Ikankehan*
 Connecting – *Etan*
 Mileage – *Makiyutap*
 Counting – *Yawa*
 Adding – *El iya or Akap*
 How – *Toske*
 Used – *Un*
 Animal – *Wamakaskan*
 Like – *Iyecel*
 Movement – *Skan*
 In - *Mahel*

Week 4 – Oko Topa

How – *Toske*
 We – *Unkiye*
 Travel – *Omanipi*
 Today – *Le anpetu ki*
 Different – *Toktok or Tokeca*
 Map – *Maki yute*
 Noting – *Iwayanka*
 Speed – *Ohankoya*
 Incline – *Wankatakiya*
 Pushing – *Patintan*
 Pulling – *Yutintan*
 Estimating – *Iyukcanya*
 Horse – *Sunkakan or Sunkawakan*
 Car – *Iyecinka iyanke*
 Compare – *Iyuta or Iwanyanka*
 Write – *Owa*
 Their – *Tawa*
 Favorite – *Wastelaka*
 Up – *Wankatakiya*
 Down – *Kutakiya*
 Hill – *Paha*
 Painting – *Wiyunpi*
 Ride – *Ogna yanke*
 School – *Owayawa*

Key Vocabulary & Phrases

<p>Transportation: Kindergarten</p>	<p>Wk 1 – omani makoce mni sunka sunkakan Wk 2 – wakan ihankehan yawa toske wamakaskan Wk 3 – wognaka yuslohe ohankoya ehanni lehanl Wk 4 – toske unkiye wankatakiya patintan yutintan</p>
<p>1st Grade</p>	<p>Wk 1 – Toske mni oagna omanipi he? Wk 2 – Ehanni sunka ki toske wicasa ki owicakiya he?/hwo? Wk 3 – Sunka na sunkakan ki _____ wan un ilagyapi. Wk 4 – Takun wankatakiya un kayapi hantas un _____ pi.</p>
<p>2nd & 3rd Grade</p>	<p>Wk 1 – Ehanni Lakota ki omanipi hantas makoce opta yapi. Watohanl sna mnitanka el ihunni pi. Mni akotahan yapi cinpi hantas hel wata wanji kagapi na iyoptakiyapi. Toske slolyapi yele wata he mni akan ya okihiki. Iyutapi nacece taku mni akan ya nains mni mahel iya ki he. Hecel iyutapi na etan tatanka ha un wata he kagapi.</p> <p>Wk 2 – Ehanni Lakota ki omanipi cinpi hantas sunka ca un watokiksupi. Tehanhci ehunni okihipsni. Watohanl wocekiye kaga hanpi. Wakantanka wookiye wicakilapi yukan watohanl wicasa wan hihanni lahci kikta na paha num ece mani yukan taku wan wanyanke. Tanyan ableza yukan sunka tanka hca peji yulnanjin han ca hanheyala hci ecetkiya mani ye. Kiyela inajin na tahu yustosto na nahmala wokiyake hecel hecunhin na watohanl akan iyotake. Oyate yanka ecetkiya sunka wakan ki akanyanke. Aki na wicasa wakan na oyate pi ki wopila eyapi. Hetan Lakota pi ki sunkakan ki tanyan awanwicayanka pi.</p> <p>Wk 3 – Lakota ki iwanyanka pi yukan ablezapi, sunkawakan ki heunpi yukan ohankoya omanipi nakun tehan ehunni pi okihipi. Wana Lakota pi ki ounye wana tokca aye. Sunkakan ki kola wicayapi, na tanyan wicakuwa pi, ecin wana lila elagye wicayapi ca. Tohanl wapakihtapi hantas yuslohe hanska k'in kiyapi. Hecel tipi ognake ki tanyan toksupi. Hehan Lakota ki anpetu iyohila sna wopila eyapi.</p> <p>Wk 4 – Lehanl wicounpi ki toskesna omanipi he? Tokeya sunka ca unpi, nahanl sunkawakan wan hi ca heunpi. Hecina oyate hunh manipi, na hecina hunh sunkakan yankapi. Lehanl oyate ki iyecika iyanke oagna omanipi. Hena ins wigli un iyanke. Canpahugmiya woskate nakun oagna yankapi okihipi. Tuwa wanji paslohe na yanke ki he kahapinkte. Wankatakiya na kutakiya sna oagna yankapi. Isnala skata pi hantas wankatakiya yuslohin kte nahanl kutakiya mahel oagna yankinkte.</p>

Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

Completing the Circle Curriculum: Teaching Guide, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf>

Gift Horse: A Lakota Story, Nelson (1999)

The Gift of the Sacred Dog, Goble (1984)

Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2009): Shannon Amiotte, Darleen Bear Killer, Mike Curran, Richard Jones, Naomi Last Horse, Matilda Montileaux, Juanita Rooks, and Pauline Wilson

Revision and Grades 2-3 Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones



K-3 Integrated Thematic Unit

Theme 7 – Earth Science

March



Unit Overview

Students will be exposed to weather, animals, water, soil and rocks. Stories will initiate each area of study. Students will distinguish between domestic and wild animals and how they are all useful to us, and the ecosystem. Weather, with an emphasis on clouds, thunderstorms and the water cycle, will be examined. The relationships between rocks, soil and plants will be studied.

Desired Results

Enduring Understandings:

- There are different categories of clouds.
- The water cycle is natural and recurring pattern that circulates water around Earth.
- Thunderstorms are formed under distinct weather patterns.
- Alternative methods of energy and its uses.
- Lakota creations stories describe and explain natural phenomena.
- Lakota worldview sees both living and non-living as animate and everything being related.
- The origins of the Lakota Nation.
- The Medicine Wheel represents the circle of life.
- The conditions must be just right for a fossil to form.

Essential Questions:

- What makes a cloud? What kinds of clouds are there?
- What makes the ground different colors?
- How is a thunderstorm formed?
- What was the great race, and where was the racetrack?
- What makes a plant grow? Slows its growth?
- What are creeks/streams in the area?
- What are living and nonliving things?
- What is wind?
- How many different kinds of rocks are there?
- What are some differences in Lakota worldview and dominant society?
- What does the Medicine Wheel represent?
- How are fossils formed?

Students will know...

- How the Lakota Nation was born.
- All things in nature are related.
- The Lakota worldview is different from that of dominant society.
- Culturally important locations and sites pertinent to Lakota history and traditions, i.e. the Great Race.
- How to respectfully approach and/or handle symbolic objects and images, i.e. Medicine Wheel.
- Alternative methods of energy and its uses.

Students will be able to...

- Describe how weather conditions and phenomena occur and can be predicted.
- Describe the basic stages of the water cycle.
- Identify animals by tracks, habitats and movement.
- Identify the basic structures, functions, and needs of plants in relation to their environment.
- Relate characteristics of plants and animals that allow them to live in specific habitats.
- Describe how species depend on one another and the environment for survival.
- Describe rocks in terms of properties.
- Describe how fossils provide evidence of change in organisms.
- Recognize what it means for a species to be extinct

Assessment Evidence

<p>Performance Tasks: Making a cloud Thunderstorm experiments Wacipi Foot races (different animal movements) Retelling of creation stories Pantomiming creation stories Making a fossil imprint</p>	<p>Other Evidence: Venn diagrams (types of energy, animal attributes) Graphs (plant growth/different soils, types of rocks) Animal tracks Diorama of animal habitat Volume/Capacity charts Water cycle watercolor paintings Journals Personal dictionaries (Lakota/English) Observation checklists Anecdotal records</p>
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Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The four week unit will begin with a focus on weather, make a connection to animals, move onto a focus on water, and then conclude with an emphasis on soil and rocks. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – The students will get hooked on this unit’s purpose through Lakota creation stories that explain natural phenomena. Students will be engaged in a variety of activities that allow them to interact student to student, student to teacher, student to self, and student to parent.

E – The students will gain knowledge through various *explorations*: nature walks, observation, comparing/contrasting, oral tradition through storytelling, journaling experiences, and hands-on activities. Through listening, speaking, reading and writing descriptions of their experiences, students will be *equipped* to think more critically about nature.

R - Students will be given opportunities to talk about, write about and retell exploration experiences in order to *rethink* and *revise* their understandings in relation to prior knowledge and experiences and newly acquired knowledge and skills.

E – The students will share their work and *evaluate* what they’ve done, and determine the importance of natural events. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study nature and the environment from a Lakota perspective, which in turn is *tailored* to their specific ability and their prior knowledge. Students that are advanced will be able to engage in additional activities or review past experiences. Students who need additional time and experiences to conceptualize given tasks will be allowed that.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1 (Weather)	Week 2 (Animals)	Week 3 (Water)	Week 4 (Soil)
Social Studies	Creation story – <i>The Four Winds</i> Big/Small winds Lakota worldview	Creation Story - <i>The Great Race</i> Trail of the race Medicine Wheel	Flood story - <i>How the Lakota Nation was Born</i> Creeks and other nearby bodies of water	Creation Story – <i>Grandfather Rock</i>
Science	Clouds/Watercycle Make a cloud Wind (kinetic) energy Venn Diagram	Earth habitats and types of animals Identify animal attributes Venn Diagrams	Thunderstorms Water cycles	Sunlight/Darkness Rock types (identification by senses) Water/wind erosion
Math	Measuring/Graphing cloud patterns and rainfall during the month	Ordinal numbers Cardinal numbers	Volume/Capacity (cup, pint, quart, gallon) Law of Conservation	Measuring growth (different soils) Sorting/graphing rocks found (size, weight, density)
Lang Arts	Drawing, writing, retelling of events Vocabulary Journals	Draw/write sequence of events Vocabulary Journals	Writing/Telling – a story about being a cup of water (where you went, what you did) Vocabulary Journals	Drawing, writing, telling a story about being a rock (where you came from etc) Vocabulary Journals
Health/PE	Nature walk – listen to wind in pines and describe sounds	Foot races – different races with animal cards	Walk to creek and examine habitat	Various exercises - how would different animals exercise?
Arts	Wacipi – animal, earth, wind imitaion	Paint animal tracks Habitat diorama	Watercolor painting of water cycle	Making a Pet Rock

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Land forms (mnts., deserts, tropics, etc.)	People/animals of the desert/tropics	People/animals of the mountains/tundra	People/animals of the plains/forests
Science	Magnetic poles and lode stones & magnets	Earthquakes & tsunamis	Sounds animals make, sounds-frequency/decibels	Fossils & evolution Rocks (hardness/soft) Fossil imprints
Math	Sea level to tree line distances	Richter scale: exponents	Measure peak/trough Doppler effect	Adding/subtracting large numbers
Lang Arts	The climate I would like to live in...	What an earthquake can do...	Animals I have eaten...	Dinosaurs lived a long time ago...
Health/PE	Water and staying hydrated	Safety procedures for an earthquake	What is a good diet?	Living without electricity...
Arts	Magnets & iron filing	Diorama: landscape	Diorama: landscape	Diorama: landscape

Key Vocabulary

Week 1 – Oko Tokahe

Stories – *Woyakapi*
 Creation – *Otokaheyakagapi*
 Four Winds – *Tatuye Topa (Tatiye)*
 Big– *Tanka*
 Small – *Cikala*
 Whirlwind – *Wamniomni*
 Little Whirlwind – *Yumniomni (Yum)*
 Big Whirlwind – *I bom*
 Cloud(s) – *Mahpiya*
 Make – *Kaga*
 Energy – *Wowasake*
 Measure– *Iyutap*
 Graph – *Ikcekce Palehan*
 Draw – *Ikazo*
 Write – *Owa or Wowa*
 Retell – *Piya Oyaka*
 Vocabulary – *Wicoiye*
 Walk – *Mani*
Pines – Wazi
Listen – Anagoptan
Dance - Wacipi

Week 2 – Oko Num

The Great Race Around the Black Hills – *He Sapa Ohomni Iyang Akiciyapi*
 Identify – *Iwayankapi*
 Animal – *Wamakaskan*
 Ordinal – *Tokaheya, Icinum or Iciyamni*
 How many – *Tona*
 Sequencing– *Tokeya na - nahan*
 Vocabulary– *Wicoiye*
 Journal – *o-owe*
 Foot Races – *Iyang akiciyapi*
 Different – *Tok-tok or Tokeca*
 Paint – *Wiyunpi*

Week 3 – Oko Yamni

Flood – *Mni Nawakaiya*
 How – *Toske*
 Creeks – *Wakpala*
 Thunderstorms – *Wakinyan*
 Water Cycle – *Mni Toske Iyoptekiya*
 Volume – *Imahel Tona*
 Laws of Conservation – *Iyutap Ableza*
 Cup – *Wiyatke*
 Pint – *Wiyatke num*
 Quart – *Janjan Wiyatke Topa*
 Gallon– *Mni Iyuthapi*
 Retelling – *Piya Oyakapi*
 District – *Oyanke*
 History – *Ehanni*
 Writing – *Owa, Wowa*
 Vocabulary - *Wicoiye*
 Journal – *Owapi*
 Walk – *Mani*
 Watercolor Painting – *Mni un wiyunpi*

Week 4 – Oko Topa

Sunflower – *Wahcazi*
 Grandfather – *Tunkasila*
 Rock– *Tunkan*
 Soil – *Maka*
 Sunlight– *Wiojanjan*
 Dark – *Oiyokpaza*
 Water – *Mni*
 Growth – *Icaga*
 Measuring – *Iyutapi*
 Graph – *Ikcekce Palehan*
 Found – *Iyeyapi*
 Retelling – *Piya Oyaka*
 Drawing – *Ikazo*
 Writing – *Owa or Wowa*
 Vocabulary – *Wicoiye*
 Exercises – *Kicipasi*
 Pet – *Ihaktapila*

Key Vocabulary & Phrases

<p>Earth Science Kindergarten</p>	<p>Wk 1 – Tatuye Topa tanka cikala wamniomni yumniomni Wk 2 – He Sapa tona tokeya na - nahan Iyang Akiciyapi wiyunpi Wk 3 – Mni Nawankaia wakpala wakinyan wiyatke oyanke Wk 4 – Tunkasila Tunkan Maka Wiojanjan Oiyokpaza</p>
<p>1st Grade</p>	<p>Wk 1 – Tatuye Topa etan wanji cikala He Yumniomni eciyapi. Wk 2 – Wamakaskan ota iyang akiciyapi. Wk 3 – Lila magaju yukan wakpala ki mni nawankaiya. Wk 4 – Tunkan oyate ki tokeya maka akan unpi.</p>
<p>2nd Grade</p>	<p>Wk 1 – Otokaheyakagapi etan woyakapi ki lecel oyakapi. Tatuye Topa ki toketkiya owajapi kte glahniga pi. Hel sunkayapi wan yuhapi. He Yumniomni echiyapi. He wamniomi cikala na anpetu iyohila skata omani. Toki waci wahstelaka nacece. Anpetu wanji ob esse han eyas watohanl Yum hiya walakapi kte.</p> <p>Wk 2 – Watohanl wico oyake wan lecel oyakapi. Wamakaskan eya watohanl waakinicapi, tuwa tokeya unkte ki. Hu Numpa nais Hu Topa pi ki ca iyapi na He Sapa ohomni Iyang akiciyapi. Hel zintkala wan oncihisni ca iyukcan na tatanka cuwi akan iyotake eyas tatanka ki slolyekiya cin sni. Wana kiyela yapi ca zintkala ki tokeya kinyan iyaye. Hetan Hu Numpa ki ohiyapi ca tatanka ki ic'ic'u na heun tatanka ki ilagyeunyanpi.</p> <p>Wk 3 – Watohanl Wakinyan Oyate ki lila tainc'iyapi na etan anpetu iyohila magaju tanka. Mni ota papsunpi ca watohanl wakpala hena mni nawankaiya, na hecina sum mni nawankaiya han yukan taku kayes mni hiyaye na nawanka u na hehan takuni wayang pica sni. Makoce ki le hecel owatohanl aicela mni tk'a. Lila tehan mni yanke na ake kul iyaye. Watohanl makoce ki ake toyela yanke.</p> <p>Wk 4 – Mni aglagla maunipi yukan hel ihe and inyan ota iyeunyanpi. Hunh lila wiyakpa na hunh ins ikceya gmigma. Ihe ki cikcikala na inyan ki hunh tanka. Tanka hena hunh wapahi na wati ekta awaki. Owoju ekta mahel ewagnake. Oinikaga el tunkan eya kalyela yankapi na mni un sni wicayapi na takun el olakapi hantas hena alustanpi kte.</p>

Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

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<http://www.act-tribal.org/ACTS%20Resources/Teaching%20Guide%20to%20Completing%20the%20Circle.pdf>

Four Ancestors: Stories, Songs and Poems from Native North America, Retold by Bruchac (1996)

Keepers of the Earth: Native American Stories and Environmental Activities for Children, Bruchac & Caduto (1997)

The Great Race of the Birds and Animals, Goble (1991)

Weather Wiz Kids: <http://www.weatherwizkids.com/index.htm>

Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2009): Shannon Amiotte, Darleen Bear Killer, Mike Curran, Richard Jones, Naomi Last Horse, Matilda Montileaux, Juanita Rooks, and Pauline Wilson

Revision and Grades 2-3 Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones

Making a Cloud

Time: 1 Hour

Objectives

1. The student will identify the process of how a cloud is made.
2. The student will demonstrate how a cloud is formed.

Motivation

The student will be creating a cloud inside of a plastic water container. The student will be able to see it.

Procedure

1. Introduce the top with talking about asking students about what they know about clouds, where they come from and how they form.
2. The students will then be told that they will be creating their own cloud within a container.
3. The teacher will pass out materials
4. Make sure to tell the students not to play with the matches!
5. Have the students do the following:
 - a. Have the students either drink or pour out half of the water from the plastic bottle.
 - b. Shake up the water bottle for 5 to ten seconds.
 - c. Light the match and place it into the plastic bottle (its ok if it goes out)
 - d. Quickly place the cap back on the bottle so no air can escape.
 - e. Squeeze the bottle tightly then let go.
6. Students should then be able to see the cloud that was formed.
7. Ask the students what things were added to make the cloud? Lead into what it takes to form a cloud. Dust, Water Vapor, Air Pressure
8. Have students journal about what they have done.

Evaluation

Students will be graded on the following:

1. A written description of what happened with the experiment.
2. Partaking in the experiment.

Teacher/Student Materials

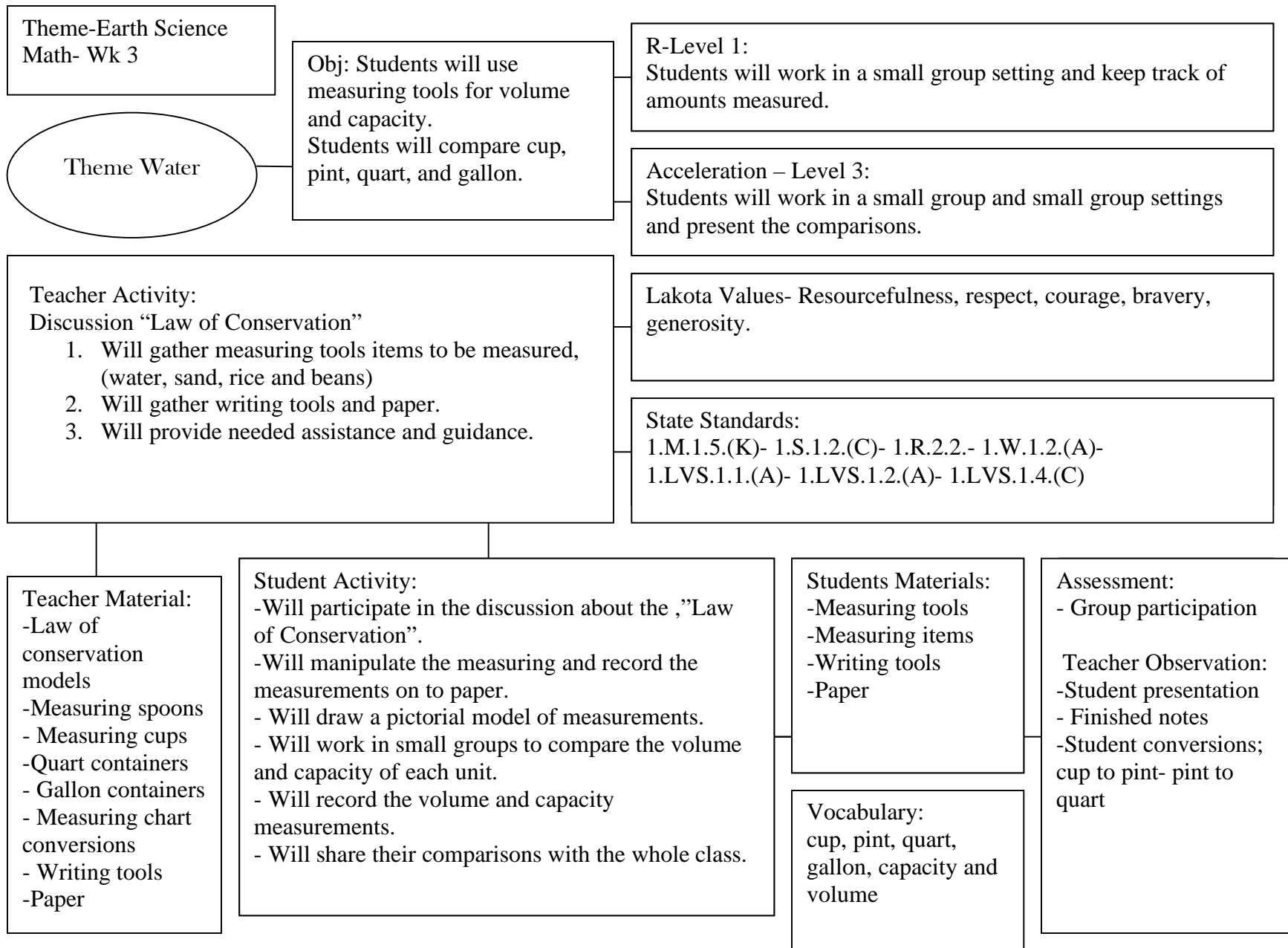
1. Plastic Water Bottles
2. Water
3. Matches

Remediation

1. The student can work in groups if having difficulty with making the cloud.
2. The student can watch

Acceleration

1. The student can experiment with varying the conditions by using warm or cold water. A lot of water or less water.





K-3 Integrated Thematic Unit

Theme 8 – Animals & Plants

April



Unit Overview

Throughout the Animal/Plant Unit students will interactively participate in research explorations about specific animals and plants. Daily lessons will introduce students to and provide students with needed skills to be productive members of their community/class. Students will be able to clearly communicate with their class about their findings and understandings.

Desired Results

Enduring Understandings:

There are domestic/wild animals and plants.
 Some animals are active only during the night.
 Plants and animals are part of the food chain.
 Timpisila is important to the Lakota people.
 Food drying was/is a food preservation process.

Essential Questions:

Which animals native to this region are wild/domestic?
 What are nocturnal animals?
 What do animals eat?
 What kinds of animals live around here?
 What are the different parts of the plant?
 What do animals/plants need to live?
 What is a timpisila plant? Why is it important to the Lakota people?
 Why and how do we dry and re-hydrate berries?

Students will know...

- The basic steps of the Rabbit Dance and the Snake Dance and understand the appropriate customs for these dances.

Students will be able to...

- Identify the basic structures, functions, and needs of plants in relation to their environment.
- Identify characteristic features of animals and their related functions in relation to their environment.
- List the life needs of people and other animals.
- Relate characteristics of plants and animals that allow them to live in specific habitats.
- Describe ways that plants and animals depend on each other.
- Describe the flow of energy through food chains and webs.
- Predict how common materials interact with water.
- Describe how species depend on one another and the environment for survival.
- Describe life cycles

Assessment Evidence

<p>Performance Tasks: Food re-hydration Wacipi – Rabbit Dance, Snake Dance Flying and jumping activity (animal movements) Retelling of stories Nature walk to see if timsila is growing (identification of plant)</p>	<p>Other Evidence: Graphs/Charts (wild/domestic plants and animals) Weight chart (fresh, dried, re-hydrated berries) Weight chart (timsila plant/bulb) Food cycle poster, story and class book Timsila stories Berry juice pictures Journals Personal dictionaries (Lakota/English) Observation checklists Anecdotal records</p>
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Learning Experiences and Instruction

WHERE TO Learning Activities:

W – As the students are introduced to the thematic lessons the goal of identifying specific animals and plants will help them see how they are connected to nature. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – The students will get *hooked* on this unit’s purpose through their prior knowledge and curiosity about learning more. Students will be engaged in a variety of plant/animal activities that will help create ownership for their learning and personal understandings.

E – The students will gain knowledge through participation in various *explorations* related to plants and animals. Through listening, speaking, reading and writing descriptions of their experiences, students will be *equipped* to think more critically about their connections to nature.

R – As students record their thoughts and findings in their journals they will be able to *reflect* upon and *rethink* about the connections they have made. As students revisit their notes they will be able to *refine* how best to present their thoughts to others.

E – The students will *exhibit* and *evaluate* their work in relation to the importance of plants and animals. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study local plants and animals from a Lakota perspective, which in turn is *tailored* to their specific ability and their prior knowledge. Students that are advanced will be able to engage in additional activities or review past experiences. Students who need additional time and experiences to conceptualize given tasks will be allowed that.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1 (Animals)	Week 2 (Plants)	Week 3 (Animals)	Week 4 (Plants)
Social Studies	Story – <i>Adopted by the Eagles</i> Friendships	Story – <i>Iktomi and the Berries</i>	Story – <i>Meadowlark & the Snake</i> Animal Habitats	Story – <i>Timpsila</i>
Science	Identify animals helpful to man Categorize wild/domestic	Identify plants helpful to man Categorize plants wild/domestic Re-hydrate berries	Nocturnal animals – compare/contrast	Identify the parts of a plant
Math	Count/graph wild and domestic animals	Measure/weigh fresh, dehydrated and re-hydrated berries	Make three food chains – land, water and air	Weigh a complete timpsila plant and compare with weight of bulb alone (subtract to find difference)
Lang Arts	Write and draw about an animal helpful to man	Describe similarities and differences in wild/domestic plants	Write and illustrate a story about the food chain – Who eats what and how do they feel?	Describe timpsila in words, sentences and a complete story
Health/PE	Jumping and flying activity	Eating re-hydrated berries Discuss good/bad nutrition Parent involvement activity	Play hide and seek Game related to the food chain	Wacipi – Rabbit Dance and Snake Dance
Arts	Friendship bracelets	Make a picture using liquid from berries	Wacipi – Rabbit and Snake Dance	Finger Painting

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Animals from the different continents	Plants from the different continents	People from the different continents	Animals of the past Mega flora/fauna
Science	Habitat/ecology of deserts	Habitat/ecology of oceans	Habitat/ecology of plains	Past habitats
Math	Fractions of earth to water, desert to mountain, etc.	Fractions and parts, apples, oranges, etc.	Pie charts as fractions	Bar graphs as fractions
Lang Arts	Compare and contrast deserts to forests	Favorite fruits and why- where ?	Write/tell a report about edible/non-edible plants, medicine/spiritual plants	Living with the mega fauna/flora
Health/PE	Races for food/water	Playground obstacle	Dodge ball survival	Healthy foods
Arts	Animal tracks	Draw a plant	Draw a buffalo	Mammoth site

Key Vocabulary

Week 1 – Oko Tokahe

Stories – *Woyakapi*
 Adopted – *Yutimahel Icupi*
 Eagle(s) – *Wambli*
 Friendship – *Okolakiciye*
 Identify – *Iwayankapi*
 Animals – *Wamakaskan*
 Helpful – *Okiyapi*
 Wild – *Watogla*
 Domestic – *Waatecala*
 Count – *Iyawa* or *Yawa*
 Graph – *Ikcekce Palehan*
 Write – *Owa* or *Wowa*
 Draw – *Ikazo*
 Man – *Wicasa*
 Jumping – *Psica* or *Apsica*
 Flying – *Kinyan*
 Activity – *Woicun*
 Bracelet – *Napektu*

Week 2 – Oko Num

Story – *Woyakapi*
 Spider – *Iktomi*
 Buffalo Berries – *Mastinca Pute*
 Plants – *Woicage*
 Helpful – *Owicakiye*
 Re-hydrate – *Oiya Kaga*
 Measure – *Iyutapi*
 Wild Plant – *Ikceya Icage*
 Domestic Plant – *Wojupi*
 Describe – *Iwayanka*
 Weigh – *Kaposela / t'keya iyute*
 Similarities – *Akelececa*
 Differences – *Toktoka*
 Animals – *Wamakaskan*
 Eating – *Yuta*
 Discuss – *Iwoglaka*
 Good Nutrition – *Woyute Waste*
 Bad Nutrition – *Woyute Waste Sni*
 Parent – *Itowapi*
 Make – *Kaga*

Week 3 – Oko Yamni

Meadowlark – *Tasiyagmuka*
 Snake – *Zuzeca*
 And – *Na*
 Animal – *Wamakaskan*
 Habitats – *Wamakaskan Ote*
 Nocturnal – *Hanhepi Omanipi*
 Compare/Contrast – *Iyata* or *Iwanyanka*
 Make – *Kaga*
 Three – *Yamni*
 Food Chain – *Woyute Aikawaka*
 Land foods – *Maka Okan Icaga*
 Water foods – *Mni Etan*
 Air foods – *Kinyan*
 Write – *Owa, Wowa*
 Who – *Tuwa*
 Eats – *Yuta*
 How do they feel? – *Toske Iyunkcan pi*
 Play – *Skata*
 Hide/Seek – *Inahmapi* or *owicalepi*
 Dance – *Wacipi*
 Rabbit Dance – *Mastin Wacipi*
 Snake Dance – *Zuzeca Wacipi*

Week 4 – Oko Topa

Wild Turnip – *Timpsila*
 Identify – *Iwayankapi* or *Iyekiya*
 Weigh – *Kaposela / t'keya iyute*
 Complete Timpsila Plant – *Timpsila Iyuha*
 Leaf/Leaves – *Ape*
 Root – *Hutkan*
 Stem – *Wahujuntka*
 Bulb – *Nahca*
 Subtract – *Yuhayab icu*
 Describe – *Owanyang*
 Words – *Wic iye*
 Sentences – *Wicoiye*
 Story – *Wicoiye Oyakap*
 Walk – *Mani*
 Timpsila (seek plant) – *Timpsila Olepi*
 Finger Paint – *Napokasko Wiyunpi*
 Liquid/Juice – *Hanpi*

Key Vocabulary & Phrases

<p>Animals & Plants Kindergarten</p>	<p>Wk 1 – Yutimahel icupi wambli okolakiciye okiyapi wicasa Wk 2 – iktomi mastinca pute wojupi kap’ojela t’keya Wk 3 – tashiyagnupa zuzeca hanhepi yamni wacipi Wk 4 – timpsila ahpe hutkan wahujuntka nahca</p>
<p>1st Grade</p>	<p>Wk 1 – Wambli wan wagacan tanka wankata yanke. Wk 2 – Mastinca pute etan yuta ye. Wk 3 – Tashiyagnupa nawicawahon hantas lila iyomakipi. Wk 4 – Timpsila ahpe ki lila oiye sice slolyaye sni hantas.</p>
<p>2nd & 3rd Grade</p>	<p>Wk 1 – Ehanni Lakota na Arikara ki okolakiciye yuhap sni tka, yukan Arikara ki woyuha wan tuktel gnunipi. Watohanl Lakota wicasa ki tuktel mani yahe yukan taku wan wanyanke. Ekta inajin na taku iye ki he pahi. Icu na yuptanptan wanyankin na mahel ko wanyanke, ecin taku mahel un ca otain. Napo okignake eyas slolye sni taku ki ca hektakiya ognakin na kigle. Lakota taku iyeki he Arikara gnuni ki e. He hunkapi tokahe ki e.</p> <p>Wk 2 – Lakota ki wospi wahstelakapi. Canpa, wipazuntkan, wicagnaska, kanta na mastinca pute. Wanji hci iyeya hantas hunh napognakin na iyuta ye, um um, lila wahste. Lecel wotapi yukan tacanpi ki s’akapi.</p> <p>Wk 3 – Wana wetu ecetkiya unyanpi ki otanin. Maste na ognas magaju kta owayanke, oape wi patanpi ogna wana unkiyapi yukan ojanjanki hanske. Lena iyuha wetu hi ki oyake, eyas tashiyagnupa nayahonpi hantas, ho he wana wetu hca ki oyake.</p> <p>Wk 4 – Timpsila ki mahpiya tanhan hi. Chekpa wanji Wicahpi wan wastelakin na watohanl wicahpi ki tanin chiye. Wana mahpiya ta i yukan woicage eya wanyanke na lila slolya cin hena taku ki. Wicahpi ki heya ke, “Lena toksa miye wakicain kta ca itokasni yo.” Chekpa ki wanyankin na lila wahstelake, ecin wiyakpakpa slececa un. Yukan hena eca ok’in na sun na patan. Hecunhin na watohanl wanjin lila hanske ca heun mahpiyatanhan kutakiya ku. Eyas hanske iyehantu sni ca etan hinpaye. Timpsila wana hukajun na sun ki iya na hetan timpsila icage.</p>

Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

<http://www.acts-tribal.org/ACTS%20Resources/Completing%20the%20Circle%20First%20Grade.pdf>

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Ehanni Ohunkakan: A Curriculum Resource Unit, Oglala Sioux Culture Center, Red Cloud Indian School, (1972, Rev. 1974) Vivian One Feather, Principle Investigator, Consultation w/ Leo American Horse

Keepers of the Animals: Native American Stories and Wildlife Activities for Children, Bruchac & Caduto (1997)

Keepers of the Life: Discovering Plants Through Native American Stories and Earth Activities for Children, Bruchac & Caduto (1997)

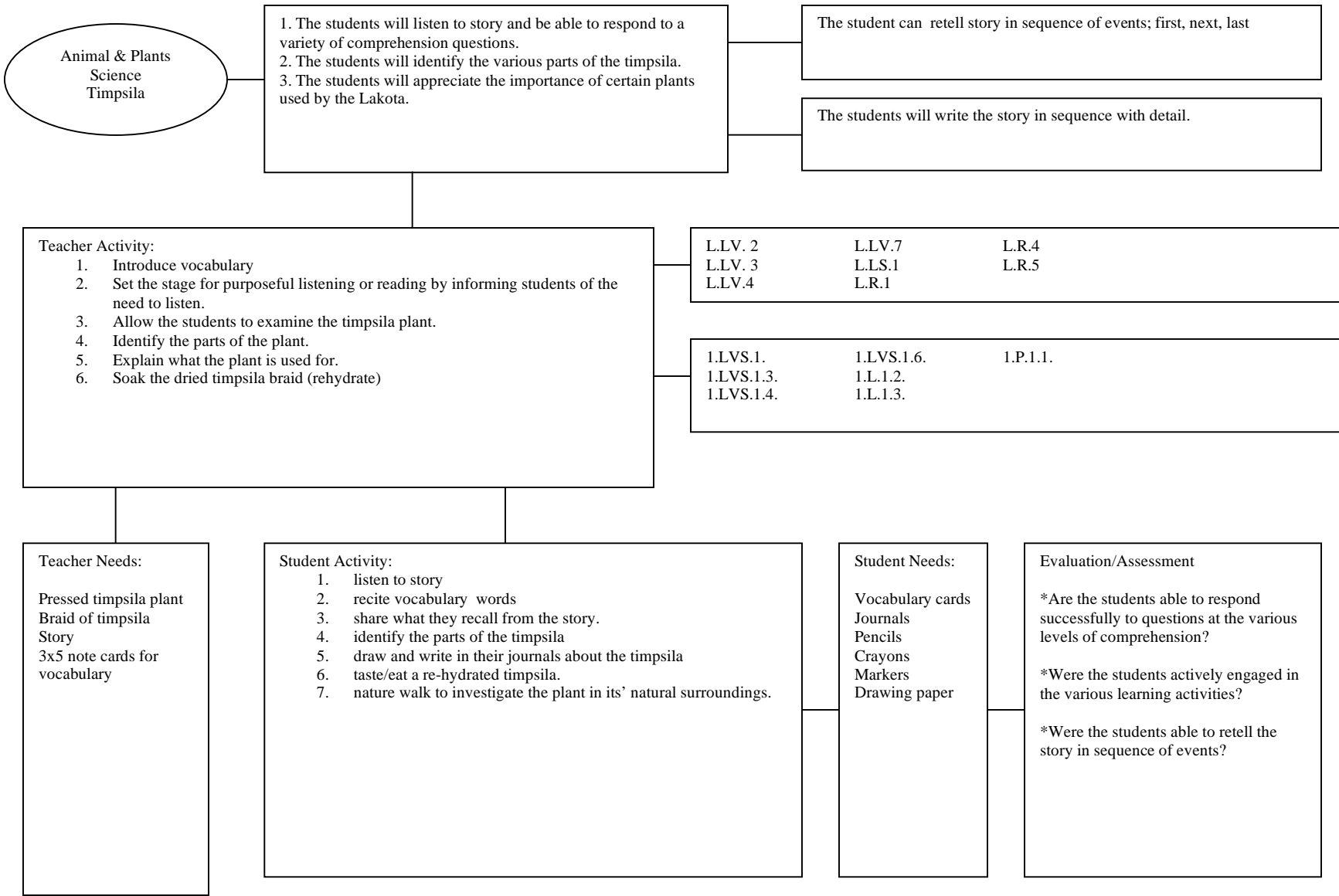
Credits and Comments

Credits: Little Wound School K-12 Lakota Studies Curriculum Standards, South Dakota Content Standards

Comments: The Unit Designers envision students being actively involved and engaged in the learning process. The curriculum is designed to support student interaction with one another, family and community members, and with the physical world around them. Through a variety of authentic, hands-on culturally relevant experiences students will construct and demonstrate knowledge in meaningful ways. Furthermore, the experiences are designed to support language and literacy development across the curriculum in both Lakota and English.

Unit Designers (June, 2009): Shannon Amiotte, Darleen Bear Killer, Mike Curran, Richard Jones, Naomi Last Horse, Matilda Montileaux, Juanita Rooks, and Pauline Wilson

Revision and Grades 2-3 Unit Designers (June, 2011): Shannon Amiotte, Matilda Montileaux, Richard M. Jones





K-3 Integrated Thematic Unit

Theme 9 – Bugs & Insects

May



Unit Overview

Through creation stories students will understand that insects/bugs play a major role in our ecosystem just as plants and animals do. Students will be able to identify parts of insects/arachnids, social order and habitats and their importance. Students will communicate in writing and speaking about their experiences and understandings.

Desired Results

Enduring Understandings:

Lakota legends tell the story behind spider webs.
 Different spiders weave different types of webs.
 Spiders are not insects.
 Spiders and insects are unique creatures and each have distinct physical characteristics.
 Insects have a social structure within their habitat and each class has roles/responsibilities for helping the community to survive.
 Insects undergo physical changes in their life cycle.
 Insects and spiders play an important role in our ecosystem.
 Some insects/arachnids are helpful. Some are hurtful.
 Plants and insects are interdependent.

Essential Questions:

What are the parts of an ant ?
 Where do I find a spiders web?
 What are the three common spider webs?
 What shapes can I see in a spider’s web?
 What is the life cycle of a butterfly/insect?
 What is the story behind the insect/bug?
 Where did the story come from?
 What are the parts of the plant?
 Why is pollination important?

Students will know...

- The Lakota story behind spider webs.
- The importance of the spider in Lakota culture.

Students will be able to...

- Identify the basic structures, functions, and needs of plants in relation to their environment.
- Relate characteristics of plants and animals that allow them to live in specific habitats.
- Describe life cycles, including growth and metamorphosis, of familiar organisms.
- Compare life cycles of various living things.
- Explain how animals instinctively meet basic needs in their environment.
- Describe how species depend on one another and the environment for survival.

Assessment Evidence

Performance Tasks:

Retelling of stories
Follow the leader and spider crawl
Nature walks

Other Evidence:

Charts (parts of an insect/spider)
Stories/Descriptions (ant, spider web)
Life cycle book (metomorphosis)
Symmetry pictures/desgins
Sunflower dissection/labeling, sequencing of events
Journals
Personal dictionaries (Lakota/English)
Observation checklists
Anecdotal records

Learning Experiences and Instruction

WHERE TO Learning Activities:

W – The unit builds on previous lessons related to living things. Classroom displays and interactive bulletin boards will help students know *where* the unit is going.

H – The students will get *hooked* on this unit’s purpose through their prior knowledge and curiosity about learning more. Students will be engaged in a variety of insect/arachnid activities that will help create ownership for their learning and personal understandings.

E – The students will gain knowledge through participation in various *explorations* related to insects and spiders. Through listening, speaking, reading and writing descriptions of their experiences, students will be *equipped* to think more critically about their importance in nature and to the ecosystem.

R – As students record their thoughts and findings in their journals they will be able to *reflect* upon and *rethink* about the connections they have made. As students revisit their notes they will be able to *refine* how best to present their thoughts and findings to others.

E – The students will *exhibit* and *evaluate* their work in relation to the importance of insects and spiders. Students will be engaged in ongoing journal activities and will have additional opportunities to reflect upon their learning through preparing for and hosting a showcase event.

T – The unit will allow students to study insects and spiders from a Lakota perspective, which in turn is *tailored* to their specific ability and their prior knowledge. Students that are advanced will be able to engage in additional activities or review past experiences. Students who need additional time and experiences to conceptualize given tasks will be allowed that.

O – The weekly *organization* of the lessons below allow for meaningful learning experiences that will support daily lessons emphasizing language and literacy acquisition.

Sequence of Instructional Lessons and Learning Experiences K-1

	Week 1 (Body Parts)	Week 2 (Native View)	Week 3 (Pollination)	Week 4 (Metamorphosis)
Social Studies	Story – <i>Beads on an Ant Hill</i>	Story – <i>How Grandmother Spider Stole the Sun Spiders</i>	Story – <i>Kokopilau: The Hunch-backed Flute Player</i> (Hopi SW Indians) Animal Habitats <i>The Sunflower Story</i>	Lesson continued - Kokopilau
Science	Identify parts of an ant	Play “I Spy” looking for spiders/webs ID types of spiders/webs	Bees – types of bees, importance of bees Seeds are formed	Butterfly/Moth differences Metamorphosis (stages) Camouflage – colored toothpick hunt
Math	Counting by tens Estimation	Spider web geometry (ruler activity)	Estimate/Count Sunflower seeds	Counting by tens (colored toothpicks) Graphing number of colored toothpicks found (survival rates) Symmetry of natural objects Making patterns in symmetry
Lang Arts	Write and draw about an ant or being an ant	Draw a picture of a spider in a web Write a story to describe your picture	Write the sequence or steps you took in dissecting a sunflower	Make a book on the metamorphosis of a butterfly/moth Label and describe each step of the cycle
Health/PE	Play follow the leader Play cooperative games like passing the ball under/over, etc.	Do the spider crawl	Nature walk – use crystal prism to see like a bug sees	Nature walk – collect and observe bugs/insects
Arts	Draw/label an ant	Chalk webs Draw/label a spider	Draw, color, cut & paste a sunflower Label parts	Paint half, fold for symmetry of design Draw a symmetrical pattern using a ruler or MIRA

Sequence of Instructional Lessons and Learning Experiences Gr. 2-3

	Week 1	Week 2	Week 3	Week 4
Social Studies	Social insects	Dangerous insects/bugs	Helpful insects/bugs	Insect/arachnid differences
Science	Structure of a beehive and anthill, termites	Why are they dangerous? How are they helpful?	Bees and plants	Noting body parts and function
Math	Ratios and fractions	Dividing 2 digit by 1 digit	Estimating # of insects from measurement	Multi-step problems Buying plants, trees
Lang Arts	Rdgs. From Beads on an Ant Hill	Some dangerous bugs I've met...	How are bees helpful?	Why I like or don't like spiders
Health/PE	Team work to accomplish movement	What to do in case of insect bites	Healthy foods like honey	Relay races
Arts	Draw and label a bug	Mobile of dangerous bugs	Draw a flower and butterfly	Spider mobile

Key Vocabulary

Week 1 – Oko Tokahe

Insect (general term) - Wabluska
 Beads – *Psits*
 On – *Akon*
 Anthill – *Tajuska Paha*
 Identify – *Eicila*
 Ant – *Tajuska*
 Head – *Nata*
 Thorax – *Maku Tacan*
 Abdomen – *Teji*
 Counting – *Iyawa*
 Tens – *Wikcemna un*
 Estimation – *Iyukan or Tonakcan*
 Write – *Owa or Wowa*
 Draw – *Ikazo*
 Picture – *Itowapi*
 Reflect – *Hecta Wiyukan*
 March – *Capapa Mani*
 Follow – *Ehakup*
 The – *Ki*
 Leader – *Takaya Mani*
 Landscape – *Mako Itowapi*

Week 3 – Oko Yamni

Story – *Woyakapi*
 Bees – *Wicapajipa*
 Types – *Taku Tonakiya*
 Importance – *Eyehciki*
 Pollination – *Wanatica yuota*
 Seeds – *Su*
 Estimate – *Tonakcan or iyukan*
 Count – *Iyawa*
 Sunflower Seeds – *Wahcazi tanka su*
 Write – *Owa or Wowa*
 Sequence – *Tokeya, na, hehanl, ehake*
 Dissect – *Yujuju*
 Nature Walk – *Makoce ablezya mani*
 See (like a bug) – *Wabluska Tunwanpi*
 Draw – *Ikazo*
 Color – *O-owa*
 Cut – *Yuksa*
 Paste – *Iyaskapya*
 Label – *Caje akahya owa*

Week 2 – Oko Num

Spider – *Iktomi*
How – *Toske*
Grandmother – *Unci*
Stole – *Manu*
The – *Ki*
Sun – *Wi*
I Spy – *Iwanblanke - ole*
Hunt – *Hokul*
Identify – *Eicila*
Three – *Yamni*
Geometry – *Owe Toktakca*
Draw – *Ikazo*
Picture – *Itowapi*
Write – *Owa or Wowa*
Story – *Wico-oyake*
Describe – *Ablezkiya*
Spider Crawl/Walk – *Ikto se mani*
Chalk – *Makawicazo*
Label – *Akatiya owa*

Week 4 – Oko Topa

Butterfly – *Kimimila*
Difference – *Icitokca*
Metamorphosis – *Owe top icage*
Camouflage – *Ihanme iciya*
Symmetry – *Akiyela*
Natural – *Ikceya*
Objects – *Tokuku*
Pattern – *Wogligleyapi*
Make – *Kaga*
Book – *Wowapi*
Moth – *Kimimila Ska*
Label – *Caje akahya owa*
Describe – *Ablezkiya*
Each step – *Tokeya, na, hehanl, ehake*
Nature Walk – *Makoce ablezya mani*
Collect – *Mnaya*
Half – *Iyokise*
Using – *Un*
Ruler – *Owatanla iyutap*

Key Vocabulary & Phrases

<p>Bugs & Insects Kindergarten</p>	<p>Wk 1 – wabluska psito tajuska nata tezi tacan Wk 2 – Unci wi wakul ki ikazo Wk 3 – wicapajipa wahcazi tanka su Wk 4 – kimimila owe topicage akiyela wogligleyapi ikceya</p>
<p>1st Grade</p>	<p>Wk 1 – Tajuska ki hunh sasapi na hunh sapapi. Wk 2 – Iktomi ki wabluska hecapi sni, hu saglogan pi. Wk 3 – Wicapajipa pi ki owoju el lila wawookiye. Wk 4 – Kimimila otapi na icitokca pi.</p>
<p>2nd & 3rd Grade</p>	<p>Wk 1 – Wabluska ota pi na hunh owetokca pi. Etan hunh tajuska pi. Hunh sasapi and hunh ins sapsapa pi. Tuktetu keyas hiyapi na taku keyas alipi. Owanka na titahepiya na tice ko. Toske tioblotun ekta timahel ko unpi. Tajuska ki nata, maku tacan, na tezi yukanpi. Tajuska ki lila skanpi.</p> <p>Wk 2 – Wabluska ota pi eyas Iktomi he wabluska heca sni ecin Iktomi ki hu saglogan yuha na wabluska pi ki ins hu sakpe pi. Iktomi woawanyanke kaga pi. Hoksicala wanji tuktel istema hantans iwohanbla oyuspe wan Iktomi kaga ca he hoksicala isteme iwankab otkiyape hantas waihanblayapi wahsteste hena icupi na waihanblaya sice hena ena oyuspe, hecel taku hoksicala ihanbla ki iyuha kici wahste kte.</p> <p>Wk 3 – Wicapajipa ki wabluska he wanji. Wicapajipa ki owoju hel lila wawookiyapi. Wanahca alili pi na wanatica yuotapi, hetan takuku icage. Wicapajipa ki owanyang wahsteste pi la. Ista tankinkinyan na tacanla ki sape na zi la na hena gmigma. Un okinye ki cikcikala, ca iyukcan pi hantas toskesna kinyanpi he? Wicapajipa ki hena slolyapi sni ca tokasniya Kinyan omanipi.</p> <p>Wk 4 – Kimimila ki wacipi hantas lila wowiyukcan ota. Tokeya kimimila ki kaposila kinyanpi, nawankyeic'iyapi na ake kutakiya kinyanpi, na ake unkinyanpi ki ognas sa na sapa nains zi na sapa na wogligleyapi ki akiyela owanyanke. O-owa ki lila ota, sa na sapa icela sni. Wicincala shina un ikpazo wacipi ki hena lila ota kimimila wica caje yuhapi.</p>

Instructional Resources

Completing the Circle Curriculum: Grade One Units, (Fox, 2003), Office of Indian Education Programs, BIA Center for Language in Learning

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Insect Kits: <http://insectkits.com/index.html>

Keepers of the Earth: Native American Stories and Environmental Activities for Children, Bruchac & Caduto (1997)

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Assessment *Of* and *For* Learning

The K-3 curriculum has been designed to utilize formative, ongoing assessment to support teaching and learning as well as summative assessment measures to monitor progress and determine the level at which students are meeting learner outcomes. The integrated thematic units were developed using *Understanding by Design*, the “backward” design approach. This curriculum design process begins with the end in mind and includes three stages in the design process: 1) identify the desired results, 2) determine the acceptable evidence, and 3) plan for the learning experiences and instruction. The model centers on the use of assessments that focus on student understanding.

The assessment process built into the integrated thematic units utilizes checking for understanding throughout the teaching and learning cycle. This begins with identifying student prior knowledge, including any misconceptions they might have, and then planning daily lessons to close the gap between what they already know and the planned outcomes. Observation, oral language, questioning, and writing are then used to monitor understanding to improve instruction and provide feedback to students. The thematic curriculum is designed to provide students with many opportunities to reflect upon, rethink and revise their understandings. Multiple projects and performances provide students with opportunities to apply their learning and teachers with opportunities to analyze, provide descriptive feedback, and make curricular adjustments based on student understandings, acquired knowledge, and demonstrated skills.

The integrated thematic units embody the use of assessment *for* learning – assessment practices based upon what is known about how the brain works, how children learn, and how children are motivated to maximize learning. The backward design process takes into consideration three requirements that establish the conditions for students to be challenged without feeling threatened in the learning environment:

1. Students will know the direction each unit is taking and where they are going (instructional design);
2. Students will know where they are now (formative assessment measures); and
3. They will know how to close the gap between the two (descriptive feedback, reflection and revision, and improved instruction).

Through *Understanding by Design*, both students and teachers are engaged in thinking about learning and are able to take active responsibility for improving teaching and learning. The formative assessment measures built into the curriculum allow the teacher and students to recognize, respond to and enhance the learning process through instructional adjustments as they are needed.

The integrated thematic units also take into consideration assessment *of* learning, point-in-time (summative) measures of student growth to determine whether long-term learning goals are being met. End of unit curriculum based measures will be utilized to gauge student learning relative to the Lakota Language and Culture outcomes and the SD Content Standards. The intended purpose of these measures is to monitor student progress and to evaluate the overall effectiveness of the instructional program. In addition to progress reporting, the results of these measures will be used for goal setting to improve the instructional program and ultimately, student achievement.

The integrated thematic curriculum, developed through the backward design process, keeps in mind that the best instructional improvements are made based upon informed decisions. The planned use of both formative and summative assessment measures will allow for ongoing assessment of student strengths and needs so that instructional improvements can be made. While formative assessments will be used to inform and guide instruction on an ongoing basis, summative measures will allow for evaluation of the program itself. Together, the planned assessment measures provide a means to monitor student understanding, provide feedback, and analyze learning in order to improve success for all students.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	Kdg – 3rd Grade Lakota Studies Standards ✓ = Standard Addressed in Unit
Lakota Listening/Viewing Standards									
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LV.1 Accurately represent, through a variety of methods (pictorially, verbally, and/or symbolically), the main ideas of an orally presented story and/or legend.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LV.2 Identify the flag song from oral presentation and correctly respond with respectful attention.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LV.3 Identify and complete commands orally presented in Lakota.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LV.4 Be aware that orally presented language is gender specific.
✓	✓	✓							L.LV.5 Be able to interpret culturally and language correct personal greetings.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LV.6 Recognize that a prayer is being said and correctly respond with respectful attention.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LV.7 Accurately translate and comprehend orally presented vocabulary terms.
Lakota Speaking Standards									
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LS.1 Accurately paraphrase the main ideas of an orally presented story and/or legend.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LS.2 Orally repeat commands in Lakota from an auditory prompt.
✓	✓	✓							L.LS.3 Introduce self, including name and gender in Lakota.
✓	✓	✓							L.LS.4 Be able to interpret culturally and language correct personal greetings.
✓	✓	✓							L.LS.5 Understand the expected protocol when addressing people in formal and informal speaking situations.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.LS.6 Be able to orally present a short prayer from memory or extemporaneously in Lakota when asked in a group.
Lakota Reading Standards									
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.R.1 Differentiate between a word printed in Lakota and a word printed in English.
✓	✓	✓							L.R.2 Accurately identify all letters in the Lakota alphabet.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.R.3 Be introduced to reading words in Lakota readiness and vocabulary to be determined by the teacher.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.R.4 Be introduced to a variety of texts to gain information, for example, historical materials about the tribe, tribal legends, stories, and oral history transmissions.

Themes									
1	2	3	4	5	6	7	8	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.R.5 Be introduced to children’s literature with Indian themes, especially with that pertaining to the Lakota tribe and literature written by Indian authors.
✓	✓	✓							L.R.6 Be introduced to the fact that Indian people historically had forms of record keeping and that Indian Nations developed their own writing systems and orthographies.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.R.7 Be introduced to the following specific legends and stories: White Buffalo Calf Woman, Iktomi stories, Ohunkankan stories, and whatever stories are deemed culturally and historically important for transmission.
									Lakota Writing Standards
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.W.1 Differentiate between a word printed in Lakota and a word printed in English.
✓	✓	✓							L.W.2 Accurately identify all letters in the Lakota alphabet.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.W.3 Pictorially represent comprehensive of material presented through the use of a variety of symbolic representations and/or graphic organizers.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.W.4 Be introduced to writing words in Lakota readiness and vocabulary to be determined by the teacher.
									Lakota History, Government and Civics Standards
		✓							L.HGC.1 Understand the meaning of “mitakuye oyasin” and when to use the phrase properly.
✓									L.HGC.2 Understand the concept of tiwahe.
✓									L.HGC.3 Will be able to identify immediate family members.
✓			✓						L.HGC.4 Will understand their placement in the family in relation to other family members.
	✓								L.HGC.5 Will be able to communicate or describe their immediate neighborhood.
✓		✓							L.HGC.6 Begin to identify cultural functions that make their families uniquely Lakota (e.g. wacipi, honoring ceremonies, naming ceremonies, sweats, memorial dinners)
									Lakota Social Customs and Traditions Standards
	✓					✓	✓		L.SCT.1 Be introduced to the following culturally important locations: Black Hills, pictograph sites, Badlands, Devil’s Tower, Bear Butte, and other sites pertinent to Lakota history and traditions.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.SCT.2 Be introduced to the Lakota virtues of respect, generosity, wisdom, courage/bravery, fortitude, and resourcefulness.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.SCT.3 Understand how to respectfully approach and/or handle symbolic objects and images (i.e. the pip, ceremonially presented and used feathers, medicine wheels, sage, sweet grass, gourd, prayer ties, etc.)
									Lakota Arts and Crafts Standard
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.AC.1 Be introduced to basic Lakota arts and crafts using grade appropriate materials.

Themes									K-3 Lakota Studies cont.
1	2	3	4	5	6	7	8	9	
									Lakota Dance and Song Standards
	✓	✓	✓			✓	✓		L.DS.2 Learn the basic steps of historical traditional dancing with gender differences.
✓	✓	✓	✓						L.DS.3 Learn appropriate behavior and protocol at a wacipi.
	✓				✓	✓			L.DS.4 Be introduced to the round dance and snake dance, and understand the appropriate customs for these dances.
✓	✓		✓		✓				L.DS.5 Learn the children's songs (ie. Mastincala)

Adapted from Little Wound School Lakota Studies Standards

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">3rd Grade</p> <p style="text-align: center;">SD Content Standards</p> <p style="text-align: center;">Social Studies</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
US History Standards									
Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.									
	✓				✓				3.US.1.1. (Knowledge) Identify the obstacles and success of the early settlers and Native Americans in creating communities.
Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.									
	✓	✓					✓	✓	3.US.2.1. (Knowledge) Describe characteristics of a community.
	✓	✓	✓						3.US.2.2. (Knowledge) Identify a community's culture and history.
World History									
Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.									
✓	✓		✓						3.W.1.1. (Knowledge) Identify events as past or present.
Evaluate the interaction of world cultures and civilizations, philosophies, and religions.									
✓	✓				✓				3.W.2.1. (Knowledge) List reasons why people immigrate.
Geography									
Analyze information from geographic representation, tools, and technology to define location, place, and region.									
	✓				✓	✓			3.G.1.1. (Knowledge) Identify and use map components.
	✓	✓							3.G.1.2. (Knowledge) Identify locations in a community by using grid systems.
		✓	✓			✓			3.G.1.3. (Application) Locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.
Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.									
	✓								3.G.2.1. (Knowledge) Identify reasons people move and how it affects their communities.

Themes									3 rd Social Studies cont.
1	2	3	4	5	6	7	8	9	
									Civics
									Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.
✓	✓								3.C.1.1. (Comprehension) Explain human relationships and roles in a community.
✓	✓								3.C.1.2. (Comprehension) Recognize government agencies and their roles in a community.
	✓	✓							3.C.1.3. (Comprehension) Explain the meaning and importance of the Declaration of Independence.
	✓	✓							3.C.1.4. (Comprehension) Explain why communities have rules and laws.
									Analyze the constitutional rights and responsibilities of United States citizens.
✓	✓	✓							3.C.2.1. (Knowledge) Identify the rights and responsibilities of citizenship in student's own communities.
									Economics
									Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.
	✓					✓			3.E.1.1. (Comprehension) Explain ways producers use resources to produce goods and services.
	✓								3.E.1.2. (Knowledge) Identify goods and services available in the students' communities.
	✓								3.E.1.3. (Knowledge) Identify the relationships between taxation and government service.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">3rd Grade</p> <p style="text-align: center;">SD Content Standards</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Physical Science									
Describe structures and properties of, and changes in, matter.									
✓	✓					✓			3.P.1.1. (Comprehension) Describe physical properties of matter using the senses (touch, smell, etc.).
✓						✓			3.P.1.2. (Application) Use tools to relate compositions to physical properties.
✓	✓		✓						2.P.1.3. (Application) Demonstrate how a different substance can be made by combining two or more substances.
Analyze forces, their forms, and their efforts on motions.									
					✓	✓			3.P.3.1. (Knowledge) Define energy and differentiate between sources of renewable and non-renewable energy.
						✓			3.P.3.2. (Application) Demonstrate how sound consists of vibrations and pitch.
✓	✓	✓					✓	✓	3.P.3.1. (Knowledge) Identify how sound is used as a means of communication.
Analyze interactions of energy and matter.									
✓	✓	✓		✓	✓	✓	✓	✓	2.P.3.1. (Comprehension) Compare sounds in terms of high pitch, loud and soft (volume).
Life Science									
Understand the fundamental structures, functions, classifications, and mechanisms found in living things.									
							✓		3.L.1.1. (Knowledge) Identify the basic structures, functions, and needs of plants in relation to their environment.
						✓	✓		3.L.1.2. (Knowledge) Identify characteristic features of animals and their related functions in relation to their environment.
✓	✓						✓	✓	3.L.1.3. (Comprehension) Describe life cycles, including growth and metamorphosis, of familiar organisms.
Analyze various patterns of inheritance and biological change.									
		✓					✓		3.L.2.1. (Analysis) Explain how animals instinctively meet basic needs in their environment.
Analyze how organisms are linked to one another and the environment.									
✓	✓					✓	✓	✓	3.L.3.1. (Comprehension) Describe how species depend on one another and the environment for survival.

Themes									3 rd Science cont.
1	2	3	4	5	6	7	8	9	
						✓			3.L.3.3. (Comprehension) Describe how humans impact air, water, and habitat quality.
						✓	✓		3.L.3.3. (Knowledge) Recognize what it means for a species to be extinct or endangered.
						✓			3.L.3.4. (Application) Examine fossils and describe how they provide evidence of change in organisms.
									Earth & Space Science
									Analyze the various structures and processes of the Earth system.
			✓			✓			3.E.1.1. (Knowledge) Define the difference between a rock and a mineral.
✓	✓				✓	✓	✓		3.E.1.2. (Comprehension) Describe how humans use Earth's natural resources.
									Analyze essential principles
			✓	✓		✓			3.E.2.1. (Knowledge) Identify the Earth as one of the planets that orbit the Sun.
✓	✓			✓		✓			3.E.2.2. (Analysis) Recognize changes in the appearance of the Moon over time.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">3rd Grade</p> <p style="text-align: center;">Common Core Standards</p> <p style="text-align: center;">English Language Arts</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Reading: Literature									
Key Ideas and Details									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
									RL.3.8. (Not applicable to literature)
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Themes									3 rd Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Reading: Informational Text
									Key Ideas and Details
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
									Craft and Structure
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.6. Distinguish their own point of view from that of the author of a text.
									Integration of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.
									Range of Reading and Level of Text Complexity
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
									Reading: Foundational Skills
									Print Concepts
									RF.3.1 (Not addressed beyond 1 st grade.)
									Phonological Awareness
									RF.3.2 (Not addressed beyond 1 st grade.)

Themes									3 rd Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Phonics and Word Recognition
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multisyllable words. • Read grade-appropriate irregularly spelled words.
									Fluency
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
									Writing
									Text Type and Purposes
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. • Provide a concluding statement or section.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> • Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. • Provide a concluding statement or section.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • Use temporal words and phrases to signal event order. • Provide a sense of closure.

Themes									3 rd Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Production and Distribution
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
									Research to Build and Present Knowledge
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.7. Conduct short research projects that build knowledge about a topic.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
									W.3.9. (Begins in grade 4)
									Range of Writing
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
									Speaking and Listening
									Comprehension and Collaboration
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the discussion.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Themes									3 rd Language Arts cont.
1	2	3	4	5	6	7	8	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
									Presentation of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
									Language
									Conventions of Standard English
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood). • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Themes									3 rd Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Knowledge of Language
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written standard English.
									Vocabulary Acquisition and Use
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). • Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Family & Daily Life	Community	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">3rd Grade</p> <p style="text-align: center;">Common Core Standards</p> <p style="text-align: center;">Mathematics</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Operations & Algebraic Thinking									
Represent and solve problems involving multiplication and division.									
✓	✓	✓	✓						3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
✓	✓	✓	✓						3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
✓	✓	✓	✓						3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
					✓	✓			3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$
Understand properties of multiplication and the relationship between multiplication and division.									
						✓	✓	✓	3.OA.5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Students need not use formal terms for these properties.)
				✓	✓				3.OA.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Themes									3 rd Mathematics cont.
1	2	3	4	5	6	7	8	9	
									Multiply and divide within 100.
	✓	✓							3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
									Solve problems involving the four operations, and identify and explain patterns in arithmetic.
			✓		✓	✓	✓		3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order.)
✓	✓	✓	✓						3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
									Number & Operations - Fractions
									Develop understanding of fractions as numbers.
✓	✓								3.NF.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
					✓	✓	✓	✓	3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. <ul style="list-style-type: none"> • Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. • Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

Themes									3 rd Mathematics cont.
1	2	3	4	5	6	7	8	9	
✓	✓								<p>3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ul style="list-style-type: none"> • Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. • Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. • Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
									Measurement & Data
									Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
✓	✓				✓	✓			<p>3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
✓				✓		✓			<p>3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes compound units such as cm^3 and finding the geometric volume of a container. Excludes multiplicative comparison problems - problems involving notions of “times as much”.)</p>
									Represent and interpret data.
✓	✓	✓	✓						<p>3.MD.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p>
					✓	✓	✓		<p>3.MD.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>

Themes									3 rd Mathematics cont.
1	2	3	4	5	6	7	8	9	
									Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
					✓	✓		✓	3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement. <ul style="list-style-type: none"> • A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. • A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
					✓	✓		✓	3.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
	✓	✓	✓					✓	3.MD.7. Relate area to the operations of multiplication and addition. <ul style="list-style-type: none"> • Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. • Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
									Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
✓	✓								3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
									Geometry
									Reason with shapes and their attributes.
	✓	✓							3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

Themes									3 rd Mathematics cont.
1	2	3	4	5	6	7	8	9	
✓	✓								3.G.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">2nd Grade</p> <p style="text-align: center;">SD Content Standards</p> <p style="text-align: center;">Social Studies</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
US History Standards									
Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.									
✓	✓	✓			✓				2.US.1.1. (Application) Place important historical events in order in which they occurred.
✓	✓				✓				2.US.1.2. (Comprehension) Compare features of modern day living (food, shelter, clothing, transportation) to those of the past.
✓	✓	✓							2.US.1.3. (Comprehension) Describe ways historical figures contributed to modern-day life.
Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.									
		✓							2.US.2.1. (Comprehension) Compare ways different cultures shared traditions.
World History									
Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.									
									Mastery is not expected at this grade level.
Evaluate the interaction of world cultures and civilizations, philosophies, and religions.									
		✓	✓						2.W.2.1. (Comprehension) Compare holidays celebrated in different countries.
Geography									
Analyze information from geographic representation, tools, and technology to define location, place, and region.									
	✓								2.G.1.1. (Application) Construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.
	✓				✓				2.G.1.2. (Knowledge) Use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.
Civics									
Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.									
	✓								2.C.1.1. (Comprehension) Explain the difference between rules and laws.

Themes									2 nd Social Studies cont.
1	2	3	4	5	6	7	8	9	
	✓								2.C.1.2. (Analysis) Identify why laws are needed in a community and why there are legal consequences for lawbreakers.
	✓								2.C.1.3. (Comprehension) Explain the basic political roles of leaders in the larger community.
									Analyze the constitutional rights and responsibilities of United States citizens.
	✓								2.C.2.1. (Application) Describe the meaning of majority rule and its related function in a democracy. *Compare and contrast the idea of majority rule with the Lakota leadership practice of consensus.
									Economics
									Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.
✓	✓					✓			2.E.1.1. (Knowledge) Identify the difference between natural resources and human resources and how they are used.
	✓								2.E.1.2. (Comprehension) Explain the importance of making informed decisions about spending, borrowing and saving.

Family & Daily Life	Community	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	2 nd Grade SD Content Standards Science
									Physical Science
									Describe structures and properties of, and changes in, matter.
✓	✓					✓			2.P.1.1. (Analysis) Classify solids in terms of the materials they are made of and their physical properties.
✓				✓	✓	✓			2.P.1.2. (Comprehension) Describe visually observable properties of liquids and classify liquids by their properties.
✓	✓								2.P.1.3. (Application) Identify mixtures of solid substances and ways to separate them.
									Analyze forces, their forms, and their efforts on motions.
✓	✓	✓	✓		✓		✓	✓	2.P.2.1. (Application) Demonstrate how moving objects exhibit different types of motion.
						✓			2.P.2.2. (Application) Predict the effects of magnets on other magnets and other objects.
									Analyze interactions of energy and matter.
✓	✓	✓		✓	✓	✓	✓	✓	2.P.3.1. (Comprehension) Compare sounds in terms of high pitch, loud and soft (volume).
									Life Science
									Understand the fundamental structures, functions, classifications, and mechanisms found in living things.
✓	✓	✓					✓		2.L.1.1. (Application) Classify plants according to similarities and differences.
✓	✓	✓	✓				✓		2.L.1.2. (Application) Classify people and animals according to similarities and differences.
									Analyze various patterns of inheritance and biological change.
✓	✓						✓		2.L.2.1. (Comprehension) Describe how flowering plants go through a series of orderly changes in their life cycle.
✓	✓						✓	✓	2.L.2.2 (Comprehension) Compare life cycles of various living things.
									Analyze how organisms are linked to one another and the environment.
✓	✓	✓					✓		2.L.3.1. (Comprehension) Describe ways that plants and animals depend on each other.
				✓			✓		2.L.3.2. (Comprehension) Associate adaptations in plants and animals in response to seasonal changes.
						✓	✓		2.L.3.3. (Knowledge) Recognize what it means for a species to be extinct or endangered.

Themes									2 nd Social Studies cont.
1	2	3	4	5	6	7	8	9	
									Earth & Space Science
									Analyze the various structures and processes of the Earth system.
✓	✓			✓		✓			2.E.1.1. (Comprehension) Describe types and patterns of weather during different seasons.
✓	✓				✓	✓			2.E.1.2. (Knowledge) Identify and locate geological features using maps and globes.
				✓		✓			2.E.1.3. (Comprehension) Recognize and distinguish between forms of water in the Earth system.
									Analyze essential principles
									Mastery is not expected at this grade level.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">2nd Grade</p> <p style="text-align: center;">Common Core Standards</p> <p style="text-align: center;">English Language Arts</p>
									Reading: Literature
									Key Ideas and Details
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.3. Describe how characters in a story respond to major events and challenges.
									Craft and Structure
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
									Integration of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
									RL.2.8. (Not applicable to literature)
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
									Range of Reading and Level of Text Complexity
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
									Reading: Informational Text
									Key Ideas and Details
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Themes									2 nd Language Arts cont.
1	2	3	4	5	6	7	8	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
									Craft and Structure
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.6. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.7. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
									Integration of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.8. Describe how reasons support specific points the author makes in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.
									Range of Reading and Level of Text Complexity
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
									Reading: Foundational Skills
									Print Concepts
									RF.2.1 (Not addressed beyond 1 st grade.)
									Phonological Awareness
									RF.2.2 (Not addressed beyond 1 st grade.)
									Phonics and Word Recognition
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Know spelling-sound correspondences for additional common vowel teams. • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words.

Themes									2 nd Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Fluency
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.2.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
									Writing
									Text Type and Purposes
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
									Production and Distribution
									W.2.4. (Begins in grade 3)
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
									Research to Build and Present Knowledge
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
									W.2.9. (Begins in grade 4)
									Range of Writing
									W.2.10. (Begins in grade 3)

Themes									2 nd Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Speaking and Listening
									Comprehension and Collaboration
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
									Presentation of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
									Language
									Conventions of Standard English
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Themes									2 nd Language Arts cont.
1	2	3	4	5	6	7	8	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
									Knowledge of Language
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Compare formal and informal uses of English.
									Vocabulary Acquisition and Use
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

Family & Daily Life	Community	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Season	Animals & Plants	Bugs & Insects	<p style="text-align: center;">2nd Grade</p> <p style="text-align: center;">Common Core Standards</p> <p style="text-align: center;">Mathematics</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Operations & Algebraic Thinking									
Represent and solve problems involving addition and subtraction.									
✓	✓	✓							2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20.									
✓	✓	✓							2.OA.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Work with equal groups of objects to gain foundations for multiplication.									
✓	✓								2.OA.3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
✓	✓	✓							2.OA.4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
Number & Operations in Base Ten									
Understand place value.									
		✓	✓		✓				2.NBT.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ul style="list-style-type: none"> • 100 can be thought of as a bundle of ten tens — called a “hundred.” • The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
		✓	✓		✓				2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s.
		✓	✓		✓				2.NBT.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Themes									2 nd Mathematics cont.
1	2	3	4	5	6	7	8	9	
		✓	✓	✓	✓				2.NBT.4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
									Use place value understanding and properties of operations to add and subtract.
					✓	✓			2.NBT.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
					✓	✓			2.NBT.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
			✓		✓	✓			2.NBT.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
			✓				✓	✓	2.NBT.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
							✓	✓	2.NBT.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
									Measurement & Data
									Measure and estimate lengths in standard units.
					✓	✓			2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
					✓	✓			2.MD.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
✓					✓	✓			2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.
					✓			✓	2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
									Relate addition and subtraction to length.
			✓	✓		✓			2.MD.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
				✓	✓	✓			2.MD.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

Themes									2 nd Mathematics cont.
1	2	3	4	5	6	7	8	9	
									Work with time and money.
✓	✓								2.MD.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	✓	✓							2.MD.8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
									Represent and interpret data.
					✓	✓	✓		2.MD.9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
✓	✓	✓					✓	✓	2.MD.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
									Geometry
									Reason with shapes and their attributes.
	✓	✓							2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
	✓					✓			2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
✓									2.G.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">1st Grade</p> <p style="text-align: center;">SD Content Standards</p> <p style="text-align: center;">Social Studies</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
US History Standards									
Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.									
✓	✓								1.US.1.1. (Application) Use timelines from birth to present to relate self and family to changes over time.
Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.									
✓	✓	✓	✓						1.US.2.1. (Comprehension) Connect people and events honored in commemorative holidays.
World History									
Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.									
									Mastery is not expected at this grade level.
Evaluate the interaction of world cultures and civilizations, philosophies, and religions.									
									Mastery is not expected at this grade level.
Geography									
Analyze information from geographic representation, tools, and technology to define location, place, and region.									
✓	✓				✓				1.G.1.1. (Application) Construct a simple map using a map key and at least three symbols.
	✓				✓				1.G.1.2. (Application) Use a picture map to locate an address.
	*				✓	✓			1.G.1.3. (Knowledge) Identify a continent as a large land mass and an ocean as a large body of water. *Identify local rivers and creeks.
Civics									
Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.									
	✓					✓			1.C.1.1. (Knowledge) Identify American symbols and landmarks.
Analyze the constitutional rights and responsibilities of United States citizens.									
✓	✓	✓							1.C.2.1. (Knowledge) List rules in different groups for different situations.
	✓	✓							1.C.2.2. (Knowledge) Identify the attributes of good citizenship.

Themes									1 st Social Studies cont.
1	2	3	4	5	6	7	8	9	
									Economics
									Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.
✓	✓			✓					1.E.1.1. (Knowledge) Define goods and services.
✓	✓				✓				1.E.1.2. (Comprehension) Explain choices families have to make when buying goods and services.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">1st Grade</p> <p style="text-align: center;">SD Content Standards</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Physical Science									
Describe structures and properties of, and changes in, matter.									
✓	✓					✓	✓	✓	1.P.1.1. (Analysis) Categorize objects by physical attributes such as color, size, and shape.
✓	✓				✓	✓	✓		1.P.1.2. (Comprehension) Compare objects in terms of heavier or lighter.
	✓			✓	✓	✓			1.P.1.3. (Application) Predict how common materials interact with water.
Analyze forces, their forms, and their efforts on motions.									
				✓	✓	✓			1.P.2.1. (Comprehension) Describe relative positions of objects.
Analyze interactions of energy and matter.									
									Mastery is not expected at this grade level.
Life Science									
Understand the fundamental structures, functions, classifications, and mechanisms found in living things.									
✓	✓			✓		✓	✓		1.L.1.1. (Application) Discover life needs of green plants.
✓	✓					✓	✓		1.L.1.2. (Knowledge) Identify the parts of a plant.
✓	✓			✓			✓	✓	1.L.1.3. (Knowledge) List life needs of people and other animals.
Analyze various patterns of inheritance and biological change.									
✓							✓	✓	1.L.2.1. (Comprehension) Describe physical similarities and differences between parents and offspring.
Analyze how organisms are linked to one another and the environment.									
✓	✓			✓		✓	✓	✓	1.L.3.1. (Application) Relate characteristics of plants and animals that allow them to live in specific habitats.
Earth & Space Science									
Analyze the various structures and processes of the Earth system.									
✓	✓			✓		✓			1.E.1.1. (Comprehension) Recognize changes in weather over time.
						✓			1.E.1.2. (Comprehension) Describe rocks in terms of properties.

Themes									1 st Science cont.
1	2	3	4	5	6	7	8	9	
									Analyze essential principles
									Mastery is not expected at this grade level.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">1st Grade</p> <p style="text-align: center;">Common Core Standards</p> <p style="text-align: center;">English Language Arts</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Reading: Literature									
Key Ideas and Details									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.1. Ask and answer questions about key details in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.3. Describe characters, settings, and major events in a story, using key details.
Craft and Structure									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.6. Identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
									RL.1.8. (Not applicable to literature)
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Informational Text									
Key Ideas and Details									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.1. Ask and answer questions about key details in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.2. Identify the main topic and retell key details of a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Themes									1 st Language Arts cont.
1	2	3	4	5	6	7	8	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
									Integration of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.7. Use the illustrations and details in a text to describe its key ideas.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.8. Identify the reasons an author gives to support points in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
									Range of Reading and Level of Text Complexity
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.
									Reading: Foundational Skills
									Print Concepts
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.1.1. Demonstrate understanding of the organization and basic features of print. • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
									Phonological Awareness
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Themes									1 st Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Phonics and Word Recognition
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). • Decode regularly spelled one-syllable words. • Know final -e and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words.
									Fluency
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.1.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
									Writing
									Text Type and Purposes
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
									Production and Distribution
									W.1.4. (Begins in grade 3)
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Themes									1 st Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Research to Build and Present Knowledge
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
									W.1.9. (Begins in grade 4)
									Range of Writing
									W.1.10. (Begins in grade 3)
									Speaking and Listening
									Comprehension and Collaboration
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
									Presentation of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.1.6. Produce complete sentences when appropriate to task and situation.

Themes									1 st Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Language
									Conventions of Standard English
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Print all upper- and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g., and, but, or, so, because). • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., during, beyond, toward). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
									Knowledge of Language
									L.1.3. (Begins in grade 2)
									Vocabulary Acquisition and Use
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Themes									1 st Language Arts cont.
1	2	3	4	5	6	7	8	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). • Identify real-life connections between words and their use (e.g., note places at home that are cozy). • Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
✓	✓	✓	✓	✓	✓	✓	✓	✓	<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

Family & Daily Life	Community	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">1st Grade</p> <p style="text-align: center;">Common Core Standards</p> <p style="text-align: center;">Mathematics</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Operations & Algebraic Thinking									
Represent and solve problems involving addition and subtraction.									
✓	✓	✓							1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1
					✓	✓			1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Understand and apply properties of operations and the relationship between addition and subtraction.									
							✓	✓	1.OA.3. Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
							✓	✓	1.OA.4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.
Add and subtract within 20.									
				✓	✓	✓			1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
	✓	✓							1.OA.6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
Work with addition and subtraction equations.									
				✓	✓				1.OA.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Themes									1 st Mathematics cont.
1	2	3	4	5	6	7	8	9	
						✓	✓	✓	1.OA.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.
									Number & Operations in Base Ten
									Extend the counting sequence.
			✓	✓	✓				1.NBT.1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
									Understand place value.
✓	✓	✓	✓						1.NBT.2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <ul style="list-style-type: none"> • 10 can be thought of as a bundle of ten ones — called a “ten.” • The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
✓		✓		✓					1.NBT.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
									Use place value understanding and properties of operations to add and subtract.
✓	✓	✓	✓						1.NBT.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
			✓	✓					1.NBT.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
			✓	✓					1.NBT.6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Themes									1 st Mathematics cont.
1	2	3	4	5	6	7	8	9	
									Measurement & Data
									Measure lengths indirectly and by iterating length units.
					✓	✓			1.MD.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
					✓	✓			1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
									Tell and write time.
✓	✓			✓	✓				1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.
✓	✓	✓					✓	✓	1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
									Geometry
									Reason with shapes and their attributes.
	✓	✓							1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.
	✓	✓							1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)
✓	✓								1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Family & Daily Life	Community/ Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">Kdg</p> <p style="text-align: center;">SD Content Standards</p> <p style="text-align: center;">Social Studies</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
US History Standards									
Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.									
									Mastery is not expected at this grade level.
Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.									
									Mastery is not expected at this grade level.
World History									
Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.									
									Mastery is not expected at this grade level.
Evaluate the interaction of world cultures and civilizations, philosophies, and religions.									
									Mastery is not expected at this grade level.
Geography									
Analyze information from geographic representation, tools, and technology to define location, place, and region.									
✓	✓				✓	✓			K.G.1.1. (Application) Use map colors to recognize land and water.
		✓				✓			K.G.1.2. (Comprehension) Compare the globe and a map as models of the Earth.
	✓								K.G.1.3. (Application) Demonstrate familiarity with the layout of their own school.
Civics									
Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.									
									Mastery is not expected at this grade level.
Analyze the constitutional rights and responsibilities of United States citizens.									
									Mastery is not expected at this grade level.
Economics									
Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.									
✓	✓				✓	✓	✓		K.E.1.1. (Knowledge) Identify occupations with simple descriptions of work.

Themes									Kdg Social Studies cont.
1	2	3	4	5	6	7	8	9	
✓	✓								K.E.1.2. (Knowledge) Identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).
✓	✓								K.E.1.3. (Comprehension) Describe the role of money in everyday life.

Family & Daily Life	Community/Tiospaye	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">Kdg</p> <p style="text-align: center;">SD Content Standards</p> <p style="text-align: center;">Science</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Physical Science									
Describe structures and properties of, and changes in, matter.									
✓	✓					✓	✓	✓	K.P.1.1. (Comprehension) Use senses to describe solid objects in terms of physical attributes.
	✓	✓		✓	✓	✓			K.P.1.2. (Knowledge) Identify water in its solid and liquid forms.
Analyze forces, their forms, and their efforts on motions.									
									Mastery is not expected at this grade level.
Analyze interactions of energy and matter.									
									Mastery is not expected at this grade level.
Life Science									
Understand the fundamental structures, functions, classifications, and mechanisms found in living things.									
✓	✓					✓	✓	✓	K.L.1.1. (Application) Sort living from nonliving things.
Analyze various patterns of inheritance and biological change.									
									Mastery is not expected at this grade level.
Analyze how organisms are linked to one another and the environment.									
									Mastery is not expected at this grade level.
Earth & Space Science									
Analyze the various structures and processes of the Earth system.									
✓			✓	✓		✓			K.E.1.1. (Comprehension) Describe simple Earth patterns in daily life.
Analyze essential principles									
									Mastery is not expected at this grade level.

Family & Daily Life	Community	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">Kdg</p> <p style="text-align: center;">Common Core Standards</p> <p style="text-align: center;">English Language Arts</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Reading: Literature									
Key Ideas and Details									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.1. With prompting and support, ask and answer questions about key details in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.2. With prompting and support, retell familiar stories, including key details.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.4. Ask and answer questions about unknown words in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
									RL.K.8. (Not applicable to literature)
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RL.K.10. Actively engage in group reading activities with purpose and understanding.
Reading: Informational Text									
Key Ideas and Details									
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.1. With prompting and support, ask and answer questions about key details in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Themes									Kdg Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Craft and Structure
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.5. Identify the front cover, back cover, and title page of a book.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
									Integration of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
									Range of Reading and Level of Text Complexity
✓	✓	✓	✓	✓	✓	✓	✓	✓	RI.K.10. Actively engage in group reading activities with purpose and understanding.
									Reading: Foundational Skills
									Print Concepts
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.K.1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet.
									Phonological Awareness
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend & segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Themes									Kdg Language Arts cont.
1	2	3	4	5	6	7	8	9	
									Phonics and Word Recognition
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
									Fluency
✓	✓	✓	✓	✓	✓	✓	✓	✓	RF.K.4. Read emergent-reader texts with purpose and understanding.
									Writing
									Text Type and Purposes
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (i.e. My favorite book is...)
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
									Production and Distribution
									W.K.4. (Begins in grade 3)
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
									Research to Build and Present Knowledge
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
✓	✓	✓	✓	✓	✓	✓	✓	✓	W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Themes									Kdg Language Arts cont.
1	2	3	4	5	6	7	8	9	
									W.K.9. (Begins in grade 4)
									Range of Writing
									W.K.10. (Begins in grade 3)
									Speaking and Listening
									Comprehension and Collaboration
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
									Presentation of Knowledge and Ideas
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
✓	✓	✓	✓	✓	✓	✓	✓	✓	SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
									Language
									Conventions of Standard English
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). • Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). • Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). • Produce and expand complete sentences in shared language activities.

Themes									Kdg Language Arts cont.
1	2	3	4	5	6	7	8	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
									Knowledge of Language
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.K.3. (Begins in grade 2)
									Vocabulary Acquisition and Use
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). • Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
✓	✓	✓	✓	✓	✓	✓	✓	✓	L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Family & Daily Life	Community	People & Tribes	Universe	Weather & Seasons	Transportation	Earth Science	Animals & Plants	Bugs & Insects	<p style="text-align: center;">Kdg</p> <p style="text-align: center;">Common Core</p> <p style="text-align: center;">Standards Mathematics</p> <p style="text-align: center;">✓ = Standard Addressed in Unit</p>
Counting & Cardinality									
Know number names and the count sequence.									
		✓	✓	✓					K.CC.1. Count to 100 by ones and by tens.
			✓	✓	✓				K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
✓	✓	✓					✓	✓	K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
Count to tell the number of objects.									
✓	✓	✓							<p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> • When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. • Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. • Understand that each successive number name refers to a quantity that is one larger.
✓	✓	✓					✓	✓	K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
Compare numbers.									
✓	✓	✓					✓	✓	K.CC.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Compare groups with up to 10 objects each.)
	✓	✓							K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.
Operations & Algebraic Thinking									
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.									
✓	✓	✓							K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
	✓	✓							K.OA.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Themes									Kdg Mathematics cont.
1	2	3	4	5	6	7	8	9	
✓	✓								K.OA.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
						✓	✓		K.OA.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
✓	✓	✓							K.OA.5. Fluently add and subtract within 5.
									Number & Operations in Base Ten
									Work with numbers 11-19 to gain foundations for place value.
			✓			✓	✓	✓	K.NBT.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
									Measurement & Data
									Describe and compare measurable attributes.
✓	✓			✓					K.MD.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
✓		✓		✓	✓				K.MD.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
									Classify objects and count the number of objects in each category.
✓	✓	✓				✓	✓	✓	K.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
									Geometry
									Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
	✓	✓			✓	✓	✓	✓	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
	✓	✓							K.G.2. Correctly name shapes regardless of their orientations or overall size.
			✓			✓			K.G.3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Themes									Kdg Mathematics cont.
1	2	3	4	5	6	7	8	9	
									Analyze, compare, create, and compose shapes.
	✓	✓							K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
			✓			✓			K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
		✓							K.G.6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

ORIGINAL WORKING & PLANNING DOCUMENT (June, 2009)

Introduction To First Grade Integrated Thematic Units

In the first grade social studies provides the framework for integrating language arts, science, math, health/PE, and the visual/performing arts within the curriculum. Themes or units such as Family, Community, and Tiospaye/Bands will teach students about their Lakota identity, society, and culture while reinforcing math, vocabulary and language arts skills, allowing students to benefit from rich hands-on experiences provided through the daily use of the Language Experience Approach (LEA).

FAMILY:

Overview:

The family thematic unit will allow students to become familiar with the specific structure of their immediate and extended family members along with male/female names of family members. As students participate in daily activities they will gain an understanding of the importance of each family member and how they contribute to the whole. Students will demonstrate their concepts of family and self by answering essential questions on family.

Essential Questions:

- **What is a family?**
- **Who is my family? Who am I related to?**
- **Why is my family history important?**
- **What are the significant roles that family members fulfill at different stages in their life?**
- **What is a hunka?**
- **What is the social structure of a Lakota family- traditionally and in present times?**

Students will understand that:

- **each family member plays a significant role in sharing/caring for one another**
- **each family member is important to the social structure of a family**
- **ithin the circle of life each stage of life has different roles/responsibilities**
- **family history helps us understand who we are**
- **family structures have changed over time**
- **families are made up of different structures**

Social Studies-

- | | |
|-------|--|
| Wk. 1 | 1) Family kinships/family tree
2) My home |
| Wk. 2 | 1) Extended family terms |
| Wk. 3 | 1) Food gathering/preparation |
| Wk. 4 | 1) Family day |

Science-

- Wk. 1
 - 1) Genetic traits
 - 2) Life cycles (plants/animals)
- Wk. 2
 - 1) Landmark maps
- Wk. 3
 - 1) Identifying plants
- Wk. 4
 - 1) Reflection and show-casing

Math-

- Wk. 1
 - 1) Graphing my family
- Wk. 2
 - 1) Scatter chart extended family
- Wk. 3
 - 1) Classification/graph
- Wk. 4
 - 1) Reflection and show-casing

Lang. Arts-

- Wk. 1
 - 1) Family tree
 - 2) Kinship systems
 - 3) Family story
- Wk. 2
 - 1) Activities I like (with family)
 - 2) Reading aloud
 - 3) Write a story
- Wk. 3
 - 1) Journaling about experiences
- Wk. 4
 - 1) Booklet of plants- draw & write

Health/PE-

- Wk. 1
 - 1) Favorite family activities/games
 - 2) Recess- ask in Lakota
- Wk. 2
 - 1) Games of past
 - 2) Care & share
- Wk. 3
 - 1) Walk to ID native trees/plants
- Wk. 4
 - 1) Reflection and show-casing

Arts-

- Wk. 1
 - 1) My family/family shield
 - 2) Welcoming song & dance
- Wk. 2
 - 1) Finger play based on kinship or animal
- Wk. 3
 - 1) Make patties, mint, sage & papa

- Wk. 4 1) Prepare meal to share with families
 2) Dance practice and singing

COMMUNITY:

Overview:

The Community Thematic Unit will target students' understanding of how community issues are a part of their life experiences and how their family, as a whole, is connected to the community. As students are introduced to the essential ideas of "what a community was like historically and presently is like", each student will gain positive sustainable knowledge and experiences of being a productive member of the community they are connected to.

Essential Questions:

- **How do communities work together to support/help one another- traditionally and present day?**
- **What are some of the important historical and spiritual aspects of our community?**
- **What natural resources are available within our community?**
- **What are my families roots in this community and am I connected to other communities?**
- **What are the qualities of a community?**

Students will understand that:

- **we all function together as a whole (wolakota)**
- **we live in an area that has historical and spiritual significance**
- **we have natural resources**
- **they play a significant role within the community**
- **leaders within community display Lakota values/character traits**
- **family roots extend into the community**

Social St.-

- Wk. 1 1) Map of historical sites/markers
 2) Family origins
- Wk. 2 1) Parks/Rec. people visit
 2) ID community workers
- Wk. 3 1) Community elders present oral histories
- Wk. 4 1) Tipis (see Glorianna/Gloria Eastman)

Science-

- Wk. 1 1) Food web self/plants/animals
- Wk. 2 1) Water samples and water safety
- Wk. 3 1) Harvesting/classifying
- Wk. 4 1) Planting bulbs/trees

Math-

- Wk. 1 1) Community map (shapes as legends)

- Wk. 2 1) Counting/charting landscape
- Wk. 3 1) Graphing/classifying/adding/subtracting harvested items
- Wk. 4 1) Jobs & spending money

Lang. Arts-

- Wk. 1 1) Community places/jobs
2) It's what we do...
- Wk. 2 1) Job duties
2) Listening to comm.. workers describe job
- Wk. 3 1) Listening (cont.)
2) Thank you notes to speakers
- Wk. 4 1) Day in the life...(tell, write, read, listen)
2) Perfect Job (tell, write, listen)

Health/PE-

- Wk. 1 1) Family fun
2) Gathering activities
- Wk. 2 1) Visit clinic (Porcupine)
2) Canoeing (water safety)
- Wk. 3 1) Visit senior building (walk)
- Wk. 4 1) Dancing

Arts-

- Wk. 1 1) Self outline in future job
2) Pantomime (job)
- Wk. 2 1) Retelling stories or experiences or learning
- Wk. 3 1) Taking pictures/making pictures of visit to senior center
- Wk. 4 1) Drawing of community/school

TIOSPAYE:

Overview:

The Tiospaye unit will introduce students to their Lakota identity, society and culture and its connections with other bands, both Lakota and non-Lakota. Experiences and vocabulary will be a primary emphasis using the language experience approach.

Essential Questions:

- **What is the Lakota Nation?**
- **What is the origin of the Lakota?**

- **How is the Lakota Nation structured?**
- **In what ways has history impacted our current structure?**
- **In what ways has our history been maintained?**
- **How are family and community NOT grounded to the Lakota Nation?**
- **How does one address members of the family/community/tiospaye?**

Students will understand that:

- **the social structure of the Lakota nation is unique**
- **they are connected to the Lakota nation**
- **they belong to an extended kinship**
- **everything happens in a circle**
- **historical events have a significant role in current social structure**
- **band history was kept through oral traditions & winter counts**

Social St-

- Wk. 1 1) Winter counts
 2) Leaders
- Wk. 2 1) Relationships
 2) Hunka relatives
- Wk. 3 1) Mapping major areas on Rez.
- Wk. 4 1) Naming other bands (reflection & show-casing)

Science-

- Wk. 1 1) 4 Seasons/connections
 2) Lakota star knowledge (star lore)
- Wk. 2 1) Plants/animals- importance to Lakota
- Wk. 3 1) Historical timeline Leaders/events
- Wk. 4 1) Reflection & Show-casing (open-house)

Math-

- Wk. 1 1) Our shape designs (patterns)
 2) Design patterns/symbols
 3) ID other objects of similar shapes
- Wk. 2 1) Graph 10 to 20 items and uses (count 1-20 in Lakota)
- Wk. 3 1) Compare distances traveled from Porcupine
- Wk. 4 1) Associate numbers with culturally relevant materials (drums, feathers)

Lang. Arts-

- Wk. 1 1) Male/Female Lakota/Eng.
 2) Winter count and tell story

- Wk. 2 1) Write male/female relationship terms
 2) Share Hunka name & relative

- Wk. 3 1) Journal description of tiospaye

- Wk. 4 1) Display and describe Winter count

Health/PE-

- Wk. 1 1) Our Dance “Light as a Feather”
 2) ID dances and practice different steps

- Wk. 2 1) Smudging for strength/well-being

- Wk. 3 1) Skill building games/sportsmanship

- Wk. 4 1) Self-reflection

Arts-

- Wk. 1 1) Dance
 2) Display of shields (each child picks a specific set of marks)

- Wk. 2 1) Understand specific song-Hunka Ceremony (not a dance song)

- Wk.3 1) Silhouettes of past leaders

- Wk. 4 1) Silhouette of self with shield and tiospaye description

DAILY LIFE:

Overview:

The Daily Life unit will allow students to experience, first hand, the daily activities of the past and the present. Students will experience the roles of various family members. Activities will include authentic tasks such as constructing their own tools and learning the use and care of those tools.

Essential Questions:

- **What did a family do each day?**
- **What did each family member do on a daily basis?**
- **What would I (meaning the child) be doing?**
- **What are the tipi arrangements, placing and sitting.**
- **What were/are some leisure activities?**
- **What are some of the many uses of stories/songs?**

Students will understand that:

- **many of the items they have today they still would have 100 years ago.**
- **men and Women had different roles in our lives.**
- **we have different responsibilities depending on the seasons.**
- **we had material that was decorated with beads, quills, paint, and other items like silverware, beds, chairs, toys, games, containers, ect.**
- **art was often functional and was used for many purposes.**
- **leisure activities were often functional and used for training.**
- **stories/songs had different purposes, just for fun, teaching or explaining things, honoring.**

Sections:

Social Studies-

- Wk. 1 1) Origin/creation story
- Wk. 2 1) Family history, tipi living quarters
- Wk. 3 1) Story- “Three Native Children”
- Wk. 4 1) Story of the corn, Hunkapi

Science-

- Wk. 1 1) Buffalo kill (observe) note uses
- Wk. 2 1) ID proper animal hide for season given
- Wk. 3 1) ID animal tracks
- Wk. 4 1) Corn dehydration

Math-

- Wk. 1 1) tipi geometry & patterns
- Wk. 2 1) Measure tipi dimensions
2) Parts/fractions inside tipi
- Wk. 3 1) Graph # of tracks found per animal
- Wk. 4 1) Count corn rows
2) Make necklaces

Lang. Arts-

- Wk. 1 1) Listen to story
2) Draw scenes reflecting story
- Wk. 2 1) Jrnl. “How life would be in a tipi...”
- Wk. 3 1) Jrnl. “Retelling & drawing the story...”
- Wk.4 1) Retelling story of the corn in 1st person context

Health/PE-

- Wk. 1 1) Wacipi
- Wk.2 1) Playing games past/present
- Wk. 3 1) Tracks in the snow (make), ID by shoe marks
2) Snow angels/ snow trails (Fox & Geese)
- Wk. 4 1) Make wasna/eat

Visual/Perf. Arts-

- Wk. 1 1) Make dance regalia with parents
- Wk. 2 1) Continue making dance regalia with parents
- Wk. 3 1) Decorate dance regalia with parents
 2) Diorama of early Lakota village
 3)
- Wk. 4 1) Sing & dance show case day

WEATHER SEASONS:

Overview:

This unit on weather will introduce students to Lakota star knowledge and its connection to weather and the seasons. Students will explore the connection of weather and seasons. They will identify activities connected to the seasons and understand stories related to weather and the seasons.

Essential Questions:

- **What is Lakota star knowledge?**
- **Why do the seasons change?**
- **Why is there 13 months in a year?**
- **Why are seasons important to the cycle of life?**
- **How/why is the Lakota calendar different from traditional calendars?**
- **What are different activities within the seasons?**
- **How are stories used to describe life cycles?**
- **How do you dress for different seasons?**
- **What plants are “in season?”**

Students will understand that:

- **Lakota had 4 seasons and 13 months in a year.**
- **during the seasons the Lakota participated in different activities.**
- **the importance of the seasons for the cycle of life.**
- **Lakota had an extensive knowledge of the stars.**
- **different plants come in season at different times.**
- **people dress according to season.**

Sections:

Social Studies-

- Wk. 1 1) Read stories about the “Dakota Blizzard”
- Wk. 2 1) Oral stories on Lakota star knowledge
- Wk. 3 1) Stories that create awareness of emergency situations
- Wk. 4 1) Story- “Where Do Flowers Go?”

Science-

- Wk. 1 1) ID seasons
 2) Ecology- cycles

- Wk. 2 1) Moon cycle
 2) Things the moon does
 3) ID birds that come to feed- by colors, names, etc.

Wk. 3 1) Comparison of deer/buffalo hides

Wk. 4 1) Ecology- plant dormancy/animal hibernation

Math-

Wk. 1 1) Measuring weather/snow/rain/snow gauge

Wk. 2 1) Make a constellation graph of Big/Little Dipper
 2) Count types of birds and numbers of each over a weeks time

Wk. 3 1) Graphing temperature
 2) Graph bird species/numbers

Wk. 4 1) Ordering temperature on a number line

Lang. Arts-

Wk. 1 1) Jrnl. Weather daily

Wk. 2 1) Choose a constellation- tell/write a description

Wk. 3 1) Create a booklet of needed items for a given emergency

Wk. 4 1) Write & draw about favorite winter activity

Health/PE-

Wk. 1 1) Survival safety

Wk. 2 1) Pantomime favorite constellation

Wk. 3 1) Appropriate seasonal attire

Wk. 4 1) Outdoor activities for winter
 2) Compare/contrast seasonal games/activities

Visual/Perf. Arts-

Wk. 1 1) Construct bird feeder
 2) TV/radio forecasting (videoed)

Wk. 2 1) Continue pantomime activity (maybe in western constellation lore)
 2) Reflect and draw

Wk. 3 1) Share finished book on emergencies with class
 2) Watercolor painting

Wk. 4 1) Snow art using food dye

TRANSPORTATION:

Overview:

In this unit students will examine various aspects of transportation both past and present in Lakota life. Students will examine previous transportation modes with dogs, horses, travois, and later, wagons and automobiles. They will identify the times they were/are used. Students will also be allowed to experience the care of horses and safety required around horses.

Essential Questions:

- **Did we always use the horse to travel?**
- **How did we pack everything onto the travois?**
- **What did warriors pack with them then they headed out to hunt/war?**
- **How far and how fast would we travel in a day?**
- **What do I need to do around a horse to be safe?**
- **What do we use for travel today?**
- **How does the change in transportation affect our lifestyle?**
- **What other types of transportation are there?**

Students will understand that:

- **Lakota used both dog and horse to travel across the land.**
- **the horse was introduced around 1650.**
- **basic horsemanship, what to do around a horse is needed for safety.**
- **there is a difference of past/present transportation.**
- **present modes/types of transportation and uses are varied.**

Sections:

Social Studies-

- Wk. 1 1) Oral stories
 2) Ways to travel on land/sea/air
- Wk. 2 1) Oral story: "The Sacred Dog"
- Wk. 3 1) Oral stories on old methods of travel
 2) How to pack a travois
 3) Arrival of the horse
- Wk.4 1) Travel today
 2) Different forms of travel
 3) Maps & landmarks

Science-

- Wk. 1 1) Create own moving device
 2) Why things sink/float
- Wk. 2 1) Horse/dog breeds- connecting to origins (evolution)
 2) Compare dogs/horses- size, legs, etc.

- Wk. 3 1) Comparing speed of animals (timer)
- Wk. 4 1) Noting speed using an incline (push/pull)
- Math-
- Wk.1 1) Distance comparing land/water
- Wk. 2 1) Mileage counting, adding/subtracting
- Wk. 3 1) Calculating differences in days: foot/foot & dog/horse- estimating
- Wk. 4 1) Estimating distance traveled by horse, by car- compare/contrast
- Lang. Arts-
- Wk. 1 1) Jrnl. Transportation by land/water/air
- Wk. 2 1) Tell/write story on how dogs were used
- Wk. 3 1) Tell/write story of when horses came to the Lakota
- Wk. 4 1) Tell/write about favorite to travel or wish they could travel
- Health/PE-
- Wk. 1 1) Using preserved food for travel
2) Compare/contrast food eaten now while traveling
- Wk. 2 1) Animal movement activity
- Wk. 3 1) Walking
- Wk. 4 1) Walking up/down hill (heart beat) stethoscope
2) Run up/down hill (heart beat) stethoscope
- Visual/Perf. Arts-
- Wk. 1 1) Clay modeling of horse/dog
- Wk. 2 1) Animal movement (dance & rhyme) coconut halves
2) Practice and perform for parents
- Wk. 3 1) Create a model of past/present transportation
- Wk. 4 1) Paint a scene from ride to school

EARTH SCIENCE:

Overview:

Students will be exposed to weather, animals, water, soil and rocks. Stories will initiate each area of study. Students will distinguish between domestic and wild animals and how they are all useful to us and the ecosystem. Weather, with an emphasis on clouds, thunderstorms and the water cycle, will be examined. The relationships between rocks, soil and plants will be studied.

Essential Questions:

- What makes a cloud, and what kinds of clouds are there?
- What makes the ground different colors?
- How is a thunderstorm formed?
- What was the great race, and where was the race track?
- What makes a plants grow, slows its growth?
- What are creeks/streams in the area?
- What are living and non-living things?
- What is wind?
- How many different kinds of rocks are there?
- What are some differences in the Lakota worldview and dominant society
- What does the Medicine Wheel represent?

Students will understand that:

- there are different categories of clouds
- the Great Race story and the map that shows the track
- how a thunderstorm develops
- there is a water cycle and label each of its parts.
- there are alternative methods of energy & describe its uses.
- there are parts of a plant and describe what makes plants grow.
- animals have distinct tracks & identify animals by their tracks.
- there are different volumes in different containers.
- Lakota worldview sees living/non-living as animate
- there are many interpretations of the Medicine Wheel

Sections:

Social Studies-

- Wk. 1
- 1) Creation story
 - 2) Big/small winds
 - 3) Lakota worldview
- Wk. 2
- 1) Great Race story
 - 2) Trail of the race
 - 3) Meaning(s) of the Medicine Wheel
- Wk. 3
- 1) Flood story (how Lakota Nation was born)
 - 2) Creeks and other near by bodies of water (name)
- Wk. 4
- 1) Story, Grandfather Rock (Keepers)
 - 2) Creation story (part)

Science-

- Wk. 1
- 1) Clouds/water cycle
 - 2) Make a cloud
 - 3) Wind (kinetic) energy
- Wk. 2
- 1) Earth habitats & types of animals
 - 2) Animal attributes/Venn diagrams
- Wk. 3
- 1) Thunder storms and water cycles

- Wk. 4
- 1) Light/dark & shades in-between
 - 2) Rock types- blindfold pick a rock (using other senses)
 - 3) Water and erosion (wind & erosion)

Math-

- Wk. 1
- 1) Measure/graph rainfall (for the month)

- Wk. 2
- 1) Ordinal
 - 2) Cardinal

- Wk. 3
- 1) Volume/capacity (cup-gallon)
 - 2) "Law of Conservation"

- Wk. 4
- 1) Weighing rocks
 - 2) Sorting by size
 - 3) Sorting by weight (mass/density)

Lang. Arts-

- Wk. 1
- 1) Retelling events
 - 2) Write/draw a sequence of events
 - 3) Vocabulary- jrn.

- Wk. 2
- 1) Sequence events/story sentences or pictures
 - 2) Vocabulary-jrn.

- Wk. 3
- 1) Tell story about being a cup of water (where you went, what you did)
 - 2) Write a story about being a cup of water- jrn.

- Wk. 4
- 1) Tell a story about being a rock (where you came from, etc.)
 - 2) Write & draw story of being a rock
 - 3) Vocabulary- jrn.

Health/PE-

- Wk. 1
- 1) Walk to pine hills
 - 2) Listen to wind sounds and describe them

- Wk. 2
- 1) Foot races- draw animal card and race like they would

- Wk. 3
- 1) Walk to creek and examine habitat

- Wk. 4
- 1) Exercises (how would different animals exercise?)

Visual/Perf. Arts-

- Wk. 1
- 1) Wacipi- animal, earth, wind imitation

- Wk. 2
- 1) Paint animal tracks
 - 2) Habitat diorama

- Wk. 3
- 1) Watercolor painting of water cycle

Wk. 4 1) Make a pet rock

ANIMALS AND PLANTS

Overview:

Throughout the Animal/Plant Unit students will interactively participate in research explorations about specific animals and plants. Daily lessons will introduce students to and provide students with needed skills to be productive members of their community/class and be able to communicate clearly with their class about their findings and understandings.

Essential Questions:

- **What are nocturnal animals?**
- **What do animals eat?**
- **What kind of animals are around here?**
- **What are the different parts of the plant?**
- **What is a timpsila plant?**
- **How do we dry and rehydrate berries?**

Students will understand that:

- **there are domestic/wild animals to man.**
- **animals fit on a food chain.**
- **characteristics of the animals in a food chain are different.**
- **there are parts and uses of a timpsila plant.**
- **timpsila plants have a story and describe its importance to the Lakota people.**
- **there are traditional Lakota methods of drying / re-hydrating berries.**
- **some animals are nocturnal.**
- **there are foods that make for good nutrition.**

Sections:

Social Studies-

Wk. 1 1) Stories- “Adopted by Eagles”, “Friendships”

Wk. 2 1) Story- “Iktomi & the Berries”

Wk. 3 1) Story- “Meadowlark & the Snake”- animal habitats

Wk. 4 1) Story- “Timpsila”

Science-

Wk. 1 1) ID animals wild/domestic
2) Animals helpful to man

Wk. 2 1) ID plants wild/domestic
2) Plants helpful to man
3) Re-hydrate berries

Wk. 3 1) Nocturnal animals compare/contrast

Wk. 4 1) ID plant parts

Math-

Wk. 1 1) Count/graph wild/domestic animals

- Wk. 2 1) Measure/weigh dehydrated to re-hydrated berries
- Wk. 3 1) Make three food chains- land, water, air
- Wk. 4 1) Weigh a complete timsila plant (leaves to root stem- than just bulb
2) Subtract weights for difference

Lang. Arts-

- Wk. 1 1) Write & draw about an animal helpful to man
- Wk. 2 1) Describe similarities/differences in domestic/wild animals
- Wk. 3 1) Write about a food chain- who eats who and how do they feel
2) Illustrate your story on the food chain
- Wk. 4 1) Describe timsila (words, sentences, story)

Health/PE-

- Wk. 1 1) Jumping and flying activity
- Wk. 2 1) Eating re-hydrated berries, Discuss good/bad nutrition, parent involvement
- Wk. 3 1) Play hide and seek
- Wk. 4 1) Walk to check on timsila growth, parent involvement

Visual/Perf. Arts-

- Wk. 1 1) Friendship bracelets
- Wk. 2 1) Make a picture using liquid from berries
- Wk. 3 1) Wacipi- Rabbit dance & Snake dance
- Wk. 4 1) Finger painting

INSECTS & BUGS

Overview:

Through creation stories students will understand that insects/bugs play a major role in our ecosystem just as plants and animals do. Students will be identifying parts of insects/arachnids, social order and habitats and their importance. Students will communicate in writing and speaking about their experiences and understandings.

Essential Questions:

- **What are the parts of an ant/bee/spider?**
- **Where do I find a spiders web?**
- **What are the three common spider webs?**
- **What shapes can I see in a spiders web?**
- **What is the life cycle of a butterfly/insect?**
- **What is the story behind the insect/bug?**
- **Where did the story come from?**

- What are the parts of the plant?
- Why is pollination important?

Students will understand that:

- there are functions of parts of an ant/bee/spider and can identify them.
- there are three types of spider webs and ID a minimum of 3 spiders.
- spiders make webs.
- they can make estimations of size/number of various objects.
- there is symmetry and demonstrate it by drawing and graphing.
- there are basic geometric shapes.
- there is a Lakota story behind spider webs and be able to retell it.

Sections:

Social Studies-

- Wk. 1 1) Readings from “Beads on an Ant Hill”
- Wk. 2 1) “Keepers”...How Grandmother Spider Stole the Sun
- Wk. 3 1) “Keepers”... Kokopilau SW Indians
- Wk. 4 1) Lesson cont. from Kokopilau

Science-

- Wk. 1 1) ID parts of an ant (head, thorax, abdomen, legs, antennae)
- Wk. 2 1) Play “I Spy...” looking for webs/spiders (arachnids)
2) ID types of webs/spiders
- Wk. 3 1) Bees: types of bees, importance of bees (pollination/seeds)
- Wk. 4 1) Butterfly/moth- differences
2) Metamorphosis (stages)
3) Camouflage- colored toothpicks hunt

Math-

- Wk. 1 1) Counting by tens (ten each-colored toothpicks)
2) Graphing number of colored toothpicks found (survival rates)
- Wk. 2 1) Spider web geometry (ruler activity)
- Wk.3 1) Estimate/count sunflower seeds
- Wk. 4 1) Symmetry of natural objects
2) Making patterns in symmetry

Lang. Arts-

- Wk. 1 1) Write/draw story about an ant/being an ant
- Wk.2 1) Draw a picture of a spider in a web
2) Write a story to describe your picture

Wk.3 1) Write the sequence or steps you took in dissecting a sun flower

Wk. 4 1) Make a book on the metamorphosis of a butterfly/moth
2) Label & describe each step of the cycle

Health/PE-

Wk. 1 1) Play follow the leader
2) Do coop games like passing the ball over/under, etc.

Wk. 2 1) Do the spider crawl/duck walk/ the stroll

Wk. 3 1) Nature walk- using a crystal prism to see like a bug sees

Wk. 4 1) Nature walk to collect/observe insects/bugs

Visual/Perf. Arts-

Wk. 1 1) Draw/label an ant

Wk. 2 1) Chalk webs
2) Draw/label a spider

Wk. 3 1) Draw, color, cut & paste a sunflower
2) Label parts

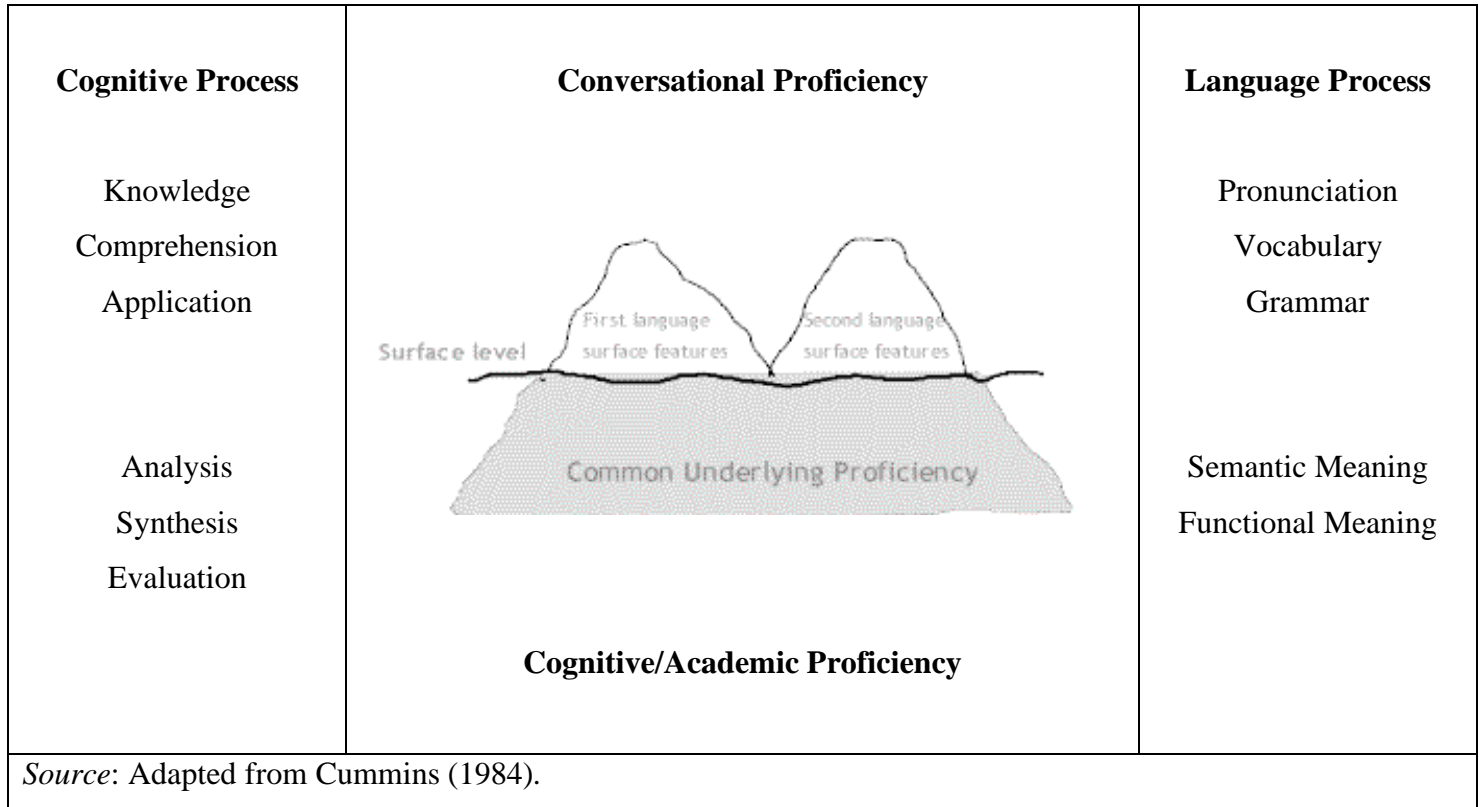
Wk. 4 1) Paint half, fold for symmetry of picture
2) Draw a symmetrical pattern using ruler

STAGES OF SECOND LANGUAGE ACQUISITION

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
<i>Preproduction</i>	The student Has minimal comprehension Does not verbalize Nods “Yes” and “No” Draws and points	0–6 months	Show me... Circle the... Where is...? Who has...?
<i>Early Production</i>	The student Has limited comprehension Produces one- or two-word responses Participates using key words and familiar phrases Uses present-tense verbs	6 months–1 year	Yes/no questions Either/or questions One- or two-word answers Lists Labels
<i>Speech Emergence</i>	The student Has good comprehension Can produce simple sentences Makes grammar and pronunciation errors Frequently misunderstands jokes	1–3 years	Why...? How...? Explain... Phrase or short-sentence answers
<i>Intermediate Fluency</i>	The student Has excellent comprehension Makes few grammatical errors	3–5 years	What would happen if...? Why do you think...?
<i>Advanced Fluency</i>	The student has a near-native level of speech.	5–7 years	Decide if... Retell...

Source: Adapted from Krashen and Terrell (1983).

SURFACE AND DEEPER LEVEL OF LANGUAGE PROFICIENCY



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