

LLP Comprehensive K-12 Curricular Learning Goals

Red Cloud Indian School

Our curriculum is a comprehensive one, meaning that the learning goals in each grade are dependent upon what was learned the year prior. This “looping” continues throughout the entire curriculum. In order for your students to be prepared for the next grade, they should demonstrate at least 80% proficiency with each of these learning goals. Below is a general guide of important skills your students will learn at each grade level. Some objectives will be emphasized more than others; some skills may be taught which are not listed.

Lower Elementary

The focus in Kindergarten is speaking and understanding, not reading and writing. Repetition is key.

- **Kindergarten students will be able to:**
 - Ask and answer questions about their names.
 - Ask and answer questions about greetings.
 - Count using numbers 1-10.
 - Recognize basic colors (red, blue, white, etc.).
 - Identify basic classroom objects (desk, paper, etc.).
 - Name basic kinship terms (nuclear family).
 - Identify basic, common food items (milk, fruit, etc.).
 - Identify everyday clothing items (shirt, shoes, etc.).
 - Recognize common places in the community (school, church, etc.).

Speech and meaning are still most important, though students should begin writing in First Grade.

- **First Grade students will be able to:**
 - Distinguish between gender specific endings relating to questions.
 - Count using numbers 1-20.
 - Recite and identify all 40 alphabet letters.
 - Expand upon prior knowledge and vocabulary of classroom objects, colors, kinship terms, food, and clothing.
 - Identify parts of the face (nose, mouth, etc.).
 - Express how they are feeling (happy, sad, etc.).
 - Identify parts of the body (head, arm, etc.).
 - Identify animals (dog, cat, etc.).
 - Use question words “what” and “who.”

Students should now be writing and using simple sentences; responding to spoken prompts becomes increasingly important for Second Graders.

- **Second Grade students will be able to:**
 - Expand upon prior knowledge and vocabulary of classroom objects, colors, kinship terms, food, and clothing.
 - Count using numbers 1-100.
 - Use question word “how much/many.”

- Identify and describe modern school/historic community sports and games
- Use enclitics: ktA šni he/hwo, and ye/yo.
- Identify the days of the week and use common time expressions (morning, night).
- Discuss objects in relation to proximity (this, that).
- Describe what they do, need, and have.

Students should now be able to use a variety of words (colors, numbers, etc.) in spoken and written word using complete sentences. Grammatical structures are becoming more complex, and special attention should be given to written assignments in Third Grade. Students should be able to recognize basic, patterned structures in written and spoken sentences.

- **Third Grade students will be able to:**

- Expand upon prior knowledge and vocabulary of classroom objects, colors, kinship terms, food, clothing, and emotions.
- Describe and identify objects inside their homes (kitchen, bedroom, etc.).
- Describe positions (sitting, standing, laying, etc.) of living things.
- Discuss the location of items in relation to other items (beside, on, etc.).
- Express ownership of items (mine, yours, his/hers).
- Use verbs of coming and going in relation to movement on the reservation.
- Use question word “where.”

Fourth Grade students are now prepared to use adjectives and adverbs in their sentences; not only should they be comfortable conversing about themselves, but they should also know how to question, answer, observe, and discuss things about other people and their environment.

- **Fourth Grade students will be able to:**

- Expand upon prior knowledge and vocabulary of classroom objects, colors, kinship terms, food, clothing, emotions, home, location of things, and movement verbs.
- Talk about activities in their daily schedule.
- Express what they can and cannot do.
- Talk about a group of people.
- Identify vocabulary relating to major US holidays.
- Use adverbs to express time (earlier, later, etc.).
- Distinguish between general and specific items.
- Use question word “why” and “when.”
- Discuss travel to and from a place.

INDIAN SCHOOL

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Upper Elementary/Middle School

Middle School Lakota focuses heavily on conversation and creation of sentences, both spoken and written. Fifth Grade students will engage in a review of Elementary Lakota, while learning to talk about themselves, others, and the environment with more nuanced language.

- **Fifth Grade students will be able to:**
 - Expand upon knowledge gained in the Lower Elementary Grades: introductions, greetings, numbers from 1-100, classroom objects, school subjects, colors, days of the week, months, seasons, weather terms, and common animals.
 - Identify and describe people and objects when prompted using appropriate kinship terms and/or generic/specific terms
 - Identify and use gender specific enclitics (“hwo/he”, etc)
 - Discuss types of people and objects (“hěčha”)
 - Describe feelings, personalities, physical attributes of themselves and others
 - Identify and discuss what people have or do not have
 - Use the question words “what,” “how many,” “who,” “how”
 - Discuss and describe their classes, places in the school, other students, school activities
 - Use the post-positional words “él” “ektá”
 - Observe, discuss, and analyze time of day, seasons, weather
 - Discuss and create hypothetical basic situations in the future

In sixth grade Lakota, students continue to build and expand upon the basic vocabulary and grammar constructions learned in the elementary levels. In addition to using common expressions that they’ve memorized, students should be able to create basic expressions on their own. Not only should students be able to read and write in complete sentences, but they should be speaking with complete sentences, as well. More complex sentence structures include the use of adverbs, adjectives, and multiple enclitics.

- **Sixth Grade students will be able to:**
 - Expand upon knowledge of numbers from 1-100, classroom objects, school subjects, colors, days of the week, months, seasons, weather terms, and common animals.
 - Exchange greetings using proper kinship and gender specific terms
 - Name and describe objects and people
 - Name and describe historical and contemporary games/sports
 - Discuss coming and going from place-to-place, as well as locate and describe movement within the local community and location of objects/people in reference to their surroundings
 - Discuss events with relevant time words and phrases
 - Use the question word “why” (tákuwe)

- Describe feelings of themselves and others
- Label parts of the body/face and corresponding articles of clothing
- Label and describe parts of their house/environment

Students expand their use of sentence types and structures in seventh grade Lakota, and they will be able to construct sentences with multiple verb forms. Students should be able to analyze, process, and respond with appropriate kinship and gender-specific terms, and they begin gaining insight into more complex cultural situations and linguistic issues, both in a historical and contemporary sense. Student should be able to read, write, and speak with growing ease and confidence.

- **Seventh Grade students will be able to:**

- Expand upon knowledge of numbers from 1-100, classroom objects, school subjects, colors, days of the week, months, seasons, weather terms, common animals, kinship terms and gender specific words, characteristics of self and others, and movement to and from places.
- Discuss what they like and explain why
- Observe and discuss the activities and routines that people do (“ečhúŋ”)
- Name and identify extended family members using appropriate kinship terms
- Translate, use, and construct sentences with more than one verb
- Identify and discuss objects and activities in different parts of the house
- Connect and discuss foods and the role food plays in Lakota culture (historical and contemporary), as well as differentiate between verbs for eating
- Use the question word how much/many when discussing mass/count nouns
- Use reflexive verbs to discuss what they do for themselves

Complexity of grammar and contextual situations continue to increase; students should be comfortable talking about themselves, others, and their surroundings using complex sentences with multiple nouns, adjectives, adverbs, verbs, and enclitics when speaking and writing. Special attention is paid to cultural context as grammar and vocabulary gradually become more advanced in Eighth Grade Lakota.

- **Eighth Grade students will be able to:**

- Expand upon knowledge of weather terms, common animals, kinship terms and gender specific words, characteristics of self and others, the things people do in a daily routine, places and activities in the house, foods, location of people, animals, objects, and movement to and from places.
- Observe and discuss places in their local community, general landscape features, and places in the world--while also using appropriate directional terms
- Expand upon prior knowledge of numbers to discuss money and purchases
- Make polite requests and statements using appropriate enclitics
- Name and describe various holidays and celebrations, while also describing activities and events which take place during specific seasons
- Recognize, distinguish, and use verbs of coming and going (general), coming and going home, and coming and going while in possession of something (bring/take)
- Elicit responses from an audience using passive verbs
- Express and communicate hopes and wishes, as well as hypothetical events in the future.

At this point, if a student has completed Lakota Language from K-8, that student should theoretically be ready for instruction in Lakota Language Level II or III in the high-school. In order to test out of Level I and/or Level II, a student must take the Level I and/or Level II placement tests and score an 80% or better on the exams.

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High School

This beginning level of high school should lay a strong foundation from which to build more rigorous language skills later, and students at this level may exhibit a wide range of language proficiency. Basic grammar structures and patterns, as well as common words and phrases, should be emphasized. Some topics include: the orthography, basic male and female relative terms, greetings, commands, and enclitics, simple sentence construction, demonstratives, rules for ablaut, and discussions of people, the local community, and the school.

- **Level I students will be able to:**

- Recite and identify all 40 alphabet letters.
- Distinguish between male and female ways of speaking (kinship terms and enclitics) including: greetings and responses, asking questions, and addressing friends and family.
- Appropriately use gendered enclitics: yeló/kštó, yo/ye/wo/we, he/hwo.
- Use and conjugate MA-NI, YA-WA, and BL-L verbs (Sg: 1st, 2nd, 3rd, Pl: 3rd)
- Construct basic sentences using: nouns, verbs, adjectives, definite/indefinite articles, subject/demonstrative pronouns.
- Observe and discuss places in their local community, school, general landscape features, and places in the world--while also using appropriate directional terms
- Describe feelings, personalities, physical attributes of themselves and others
- Identify and discuss what people have or do not have (yuhá and tháwa)
- Use the question words “what,” “how many,” “who,” “how”
- Discuss and describe their classes, places in the school, other students, school activities
- Recognize and distinguish ablauting words and their rules for changes in form
- Use the post-positional words “él” “ektá”
- Use the demonstratives: lé/lená, hé/hená, ká/kaná
- Connect terms and expressions to historical uses of the language (seasons, kinship, storytelling)

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High School

The second year Lakota Language Course will begin with an extensive review of the alphabet sounds of Lakota language. At this point, grammar and vocabulary are becoming increasingly more complex. In addition to using common expressions that they’ve memorized, students should be able to create basic expressions on their own. Not only should students be able to read and write in complete sentences, but they should be speaking with complete sentences, as well. Some topics include: expansion of enclitics and question words learned in Language I, discussion of age and self, full conjugation of verbs, movement of people and events in relation to weather, seasons, and directions.

- **Level II students will be able to:**

- Build upon and expand skills learned previously, including gendered ways of speaking, verb conjugation, describing self and others, and using “T” words to ask questions and elicit responses.
- Quantify objects using number 1-100 and beyond, especially when responding to questions asking how much/how many (tóna)
- Discuss age of self and others, while also making the cultural connection between “years” and “winters.”
- Use and employ the enclitic “ktA” to discuss future time, as well as to make suggestions about actions
- Use and conjugate MA-NI, YA-WA, and BL-L verbs (Sg: 1st, 2nd, 3rd; dual; Pl: 1st, 2nd, 3rd)
- Connect and discuss foods and the role food plays in Lakota culture (historical and contemporary), as well as differentiate between verbs for eating.
- Give positive and negative commands using the enclitic “šni.”
- Discuss what they like and explain why (awáštelaK)
- Observe and discuss the activities and routines that people do (ečhún)
- Discuss movement (yÁ) of people and events that take place in regards to the weather, seasons, and directions, while also connecting to the cultural and historical importance of the movement of people within these bounds.

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High School

Complexity of grammar and contextual situations drastically increase in the third year of Lakota language; students should be able to analyze, process, and respond with appropriate kinship and gender-specific terms when asking questions, making statements, and giving commands. Students begin gaining insight into more complex cultural situations and linguistic issues, both in a historical and contemporary sense. Students should be able to read, write, and speak with growing ease and confidence using a variety of sentence patterns and grammatical structures. Some topics include: movement verbs to describe travel to and from a place, transitive and intransitive verbs, overt and covert objects, and letter/sound changes in words.

• **Level III students will be able to:**

- Build upon and expand skills learned previously, including gendered ways of speaking, verb conjugation, describing self and others, and using “T” words to ask questions and elicit responses, talk about what they are doing and what others do, give commands and elicit responses
- Discuss movement verbs to describe travel to and from a place, as well as during the trip and a potential trip (hí, ú, hiyú, íyÁ, iyáyA, + ktÁ)
- Recognize and distinguish ablauting words and their rules for changes in form
- Use the post-positional words “él” “ektá”
- Use the demonstratives: lé/lená, hé/hená, ká/kaná
- Use and conjugate MA-NI, YA-WA, BL-L, M-N, and WE-YE verbs (Sg: 1st, 2nd, 3rd; dual; Pl: 1st, 2nd, 3rd)
- Ask and answer questions about the Lakota language using: eyÁ, khÁ, slolyÁ, éktuŋža, kiksúyA
- Use pronominal prefixes (I, you, he/she/it) in verb forms
- Distinguish between transitive and intransitive verbs and their grammatical rules within a sentence, while also using correct subject and object prefixes
- Distinguish between overt and covert objects (object stated vs. understood)
- Use the 3rd person Pl. object prefix when discussing animate objects (wičha-), while also discussing individual vs collective animate objects.
- Understand and employ sound/letter changes in words (k→č)
- Give positive and negative commands using appropriate enclitics (yo/ye, wo/we, po/pe, šni)
- Discuss what they like and do not like (waštélakA and wahtëla šni)

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High School

Year four is offered as a semester elective class; students should be comfortable talking about themselves, others, and their surroundings using complex sentences with multiple nouns, adjectives, adverbs, verbs, and enclitics when speaking and writing. Special attention is paid to cultural context as grammar and vocabulary gradually become more advanced, and students will participate in more project-based activities. Some topics include: formal and fast speech patterns, idioms, causative, reflexive, possessive, and benefactive verbs, creating compound verbs, and reporting on what another has said.

- **Level IV students will be able to:**

- Build upon and expand skills learned previously, including gendered ways of speaking, verb conjugation, describing self and others, and using “T” words to ask questions and elicit responses, talk about what they are doing and what others do, give commands and elicit responses, use subject and object pronouns within complex sentence structures
- Distinguish between and employ formal vs. fast speech patterns.
- Use impersonal verbs to describe surroundings
- Discuss movement verbs to describe travel to and from a place, as well as during the trip and a potential trip (hí, ú, hiyú, iyÁ, iyáyA, + ktÁ) while being able to give directions to a place
- Observe and discuss the activities and routines that people do (ečhún) while also discussing habitual activities (s’a)
- Recognize and employ causative, reflexive, possessive, and benefactive verbs
- Create compound words.
- Report upon what another has said (šhkA) and connect this concept with Lakota oral storytelling patterns
- Connect conversational and grammatical structures to daily life, special occasions, and sacred events both contemporary and historical in nature.

At the end of a student’s high school career, he/she should be well grounded in vocabulary, grammatical constructions, and contextual usage of the language; though he/she may not be “fluent,” a student who has met all of the above criteria will be able to demonstrate a proficient use of the language in his/her community and while eventually gaining fluency with further study and practice.

Oháŋ. Wašté.