

Wyoming Indian Schools
Arapaho Language Curriculum Map
Grade: 3rd Grade – 2nd Level

First Quarter	Language Conversational	Language Vocabulary	Culture Activities	Proficiency Indicators	Assessment	Methodology	Resources
Week 1 - 4	<p>Questioning and Response: What is the role of animals as protectors and providers? What is the Arapaho Trickster Figure? What are the differing habitats of animals? Why is everything in nature dependent on something else in the environment in order for survival?</p> <p>Homework: Students will record questions and responses using a digital recorder.</p> <p>Students will retell a story.</p> <p>Students will take home a booklet and practice new vocabulary learned with the unit.</p> <p>Students will record new words and phrases and practice at home.</p>	<p>One, Two, and Three syllable words: Cat Kitten Lamb Pig Chicken Duck Spider Snake</p> <p>Plurals: Rabbits Horses Owls Turtles frogs</p> <p>Sentences: The fox is running. The sheep is running. The skunk is running. The horse is running.</p> <p>That crow is flying. That bee is flying. That owl is flying. That bird is flying. That turkey is flying.</p> <p>Pictures will be posted on a vocabulary wall.</p>	<p>Traditional Storytellers will be brought into the classroom.</p> <p>Students will retell and recall a story told by the traditional storytellers brought into the classroom.</p> <p>Students will listen to songs from hand drum singers that have originated from stories such as the rabbit dance.</p> <p>Students will learn the rabbit dance.</p>	<p>Students will collect pictures and items made in class for language review. Art objects will be kept in individual portfolios.</p> <p>Students will design and illustrate a mini booklet on the stories and animals learned in this unit.</p> <p>Students will illustrate how the trees, plants, Animals were dependent upon each other to live. (Drawings, painting, etc.)</p> <p>Students will work in cooperative groups to create a diorama featuring a nature scene with one or two animals in their natural habitat.</p>	<p>Students will recite the new vocabulary and phrases posted on the vocabulary wall.</p> <p>Individual Portfolios.</p> <p>Mini Booklets</p> <p>Dioramas</p> <p>Week 2 Individual assessments on Questioning and Response of all words and phrases.</p> <p>Week 4 Individual assessments on Questioning and Response of all words and phrases</p>	<p>Home Connections</p> <p>Conversational Arapaho</p> <p>TPR</p> <p>Storytelling</p>	<p>Traditional Storytellers</p> <p>Hand drum Singers</p> <p>Art Material: paint Markers Crayons pencils drawing paper construction paper</p> <p>Magazines</p> <p>Illustrations of animals</p> <p>shoe boxes for dioramas</p> <p>Computer Usage: printing clip art on various animals introduced in the unit Internet</p> <p>Digital Voice Recorders or Cassette Recorders</p>
Week 5 - 8	<p>Questioning and Response: What is total physical response? Phrases: Come here Look at it Pick it up Read it Put it down Examine it Sharpen it Give it to me Sit down Stand up</p> <p>Homework: Students will record questions and responses using a digital recorder.</p> <p>Students will record new words and phrases and practice at home.</p>	<p>TPR Sentences: Come here Look at it Pick it up Read it Put it down Examine it Sharpen it Give it to Sit down Stand up</p> <p>Sentences This cow is eating. This fox is eating. This camel is eating. This elephant is eating. This rabbit is eating. This mouse is eating.</p> <p>The fish is swimming The turtle is swimming. The frog is swimming. The goose is swimming. The beaver is swimming. The dog is swimming.</p>	<p>Tribal Artisans will be brought into the classroom to demonstrate to the students the production of decorative art objects such as beading, quilling, and painting hides.</p> <p>Traditional storytellers will be brought into the classroom to explain how certain designs and objects came to be.</p> <p>Students will retell and recall a story told by the traditional storytellers brought into the classroom.</p>	<p>Students will learn TPR phrases introduced in this unit.</p> <p>Students will learn Arapaho words and phrases associated with decorative artwork</p> <p>Students will create simple artwork and objects in the classroom.</p>	<p>Students will recite the new vocabulary and phrases posted on the vocabulary wall.</p> <p>Artwork incorporating the theme of this specific unit.</p> <p>Week 6 Individual assessments on Questioning and Response of</p> <p>Week 8 Individual assessments on Questioning and Response of</p>	<p>Home connections</p> <p>Conversational Arapaho</p> <p>TPR</p> <p>Storytelling</p>	<p>Tribal Artists</p> <p>Traditional Storytellers</p> <p>Art Material: paint Markers Crayons pencils drawing paper construction paper</p> <p>Magazines</p> <p>Illustrations of animals</p> <p>Computer Usage: printing clip art on various animals introduced in the unit Internet</p> <p>Digital Voice Recorders or Cassette Recorders</p>
Week 9					<p>Review new vocabulary and phrases on Questioning and Response of all words and phrases learned in the unit.</p> <p>Song and Dance Demonstration: Students will have a class demonstration on the various types of social dancing</p>		