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| **Shoshone Fall ’16 Curriculum** | | | | | | |
| **Week/**  **Day** | **Topic** | **Learner Goal** | **Teacher Goal** | **Lesson**  **Plan** | **Vocabulary/Phrases** | **Weekly Outcome** |
| 1.1 | Introduction Greeting/  Orthography | SWBAT be introduction to the Shoshone sound system and basic greeting. | Introduce orthography and introduction in a manner that allows information to build on itself. | **Pre- Introduction(10mins)**  Begin this class with an introduction in Newe Taikwa and translation. Follow this by covering information in the syllabus, answering any questions and articulating specific aspects within the handout.  **Introduction (25 Minutes)**  Following the syllabus begin the actual Shoshone lesson by having each other students introduce themselves and comment about their motivation for learning Newe Taikwa and benefits of having or not having a writing system.  Explain reasoning for using the Wick Miller system (consistency) and distribute the first handout.  Once everyone has a handout continue by going through the excerpt and vocabulary. Let the students know the flow of the class week will proceed as following: Day 1 = introduction to new material and light practice  Day 2 = Practice Day 1’s material and continue to do specific orthography practice.  Introduce the students to the phrase “Ne nanihan \_\_\_\_\_\_\_\_.” Begin with an example of your own introduction. Let the students know that the way to build a solid foundation is to start with one’s self and work outward. Starting with an introduction and being able to introduce others. Have the students practice in pairs. | Wick Miller Orthography,  **Ne** Me/I/my  **E** You  **Naniha** Name  **Newe** Person/Shoshone  **Sosoni** Shoshone  **Taipo** Caucasian  **Yuuta** Ute  **Paki Ehe** Blackfoot  **Pannaite** Bannock  **Paiyuuti/Neme** Paiute  **Tsippanni** Mexican  **Tuutaipo** African  American  **Ne nanihan \_\_\_\_\_\_\_\_**  My name is \_\_\_\_\_\_\_  **Hakai en nanihan?**  What’s your name? |  |
| 1.2 | Greetings & Emotions | SWBAT greet each other in Newe Taikwa followed by being able to answer appropriately through lecture, pair work, and guided practice. | Build on information from the week prior as well as provide students with enough time to practice phrases orally with one another. |  | **Tsaante** Good  **Kai tsaante**Not Good/Bad  **Takupekkah** Thirsty  **Pahunapekkah** Hungry  **Nesenka** to Feel  **Taikwa** to Speak  **Nanka** to Hear  -**yu** Present Progressive  **-kinna** Present Progressive  **Hakai en naniha?/E hakai nanihan?**  What’s your name?  **Hakai nesenka?**  How do you feel?  **Hakanni e?/E hakanni?**  How are you?  **Aise hii?**  What’s this? |  |
| 2.1 | Nanemenee  (Family) | SWBAT |  |  |  |  |
| 2.2 | Intransitive Verbs | SWBAT |  |  |  |  |
| 3.1 | Sentence Structure (Everyday Life) | SWBAT |  |  |  |  |
| 3.2 | Intransitive Verbs | SWBAT |  |  |  |  |
| 4.1 | Food & Sustenance Like Vs. Want – Review | SWBAT |  |  |  |  |
| 4.2 | Yes/No Questions  Midterm | SWBAT |  |  |  |  |
| 5.1 | Body Parts Information Questions | SWBAT |  |  |  |  |
| 5.2 | Instrumental Prefixes and subsequent body parts | SWBAT |  |  |  |  |
| 6.1 | Sokopi –land and image descriptions | SWBAT |  |  |  |  |
| 6.2 | Locatives and more descriptions | SWBAT |  |  |  |  |
| 7.1 | Ceremony – seasons and ceremony | SWBAT |  |  |  |  |
| 7.2 | Nanisuntehai | SWBAT |  |  |  |  |
| 8.1 | Review | SWBAT |  |  |  |  |
| 8.2 | Final | SWBAT |  |  |  |  |