

Dakelh Language – Early Learning - Kindergarten - Gr. 1			
Big Ideas (Identity, Community, Land, Language, Cultural Context) Exploration Phase: Nouns, Simple Directions, Songs and Play		Elaborations	
Dakelh Ways of Knowing and Enduring Understandings: <ul style="list-style-type: none">● Protocols: Cultural, Governance, Preparation, Well-being<ul style="list-style-type: none">○ Each culture has traditions and ways of celebrating.○ Listening, viewing and participating with intent helps us acquire knowledge● Language: Communication, Knowledge, Meaning/Value, Culture/Ethos, Storytelling<ul style="list-style-type: none">○ We can explore our identity through a new language.○ Both verbal and non-verbal cues contribute meaning in language.○ Stories help us learn Dakelh.● Land & Experiential Learning: Place-Based, Land-Based, Inquiry-Based, Project Based<ul style="list-style-type: none">○ Everything in our environment is connected, has a Dakelh name, is of equal value and has a voice.		Dakelh: the name of both the people <i>and</i> the language spoken by the Indigenous people of the Central Interior of British Columbia. Dakelh means “People who Travel by Water” non-verbal cues: e.g. gestures, style expressions, pictures, props Reciprocal: involving back-and-forth participation Stories: Stories are a narrative form of text that can be oral, written, performed or visual. Stories can be simple or complex and may be derived from real or imagined experiences. They can be used to seek and impart knowledge, entertain, share history, and strengthen a sense of identity. Examples are: Indigenous oral histories, personal stories, dances, skits , images, carvings, series of pictures, songs, and student-created stories.	
Curricular Competencies (Dakelh Model)	Elaborations	Content (Seasonal Rounds)	Elaborations
<i>Students are expected to be able to do the following:</i> Thinking and communicating Language: <ul style="list-style-type: none">● Recognize the relationships between Dakelh letter sounds and pronunciation● Identify key information in slow, clear speech and other text.● Use various strategies to support communication (Truth and Honesty)● Seek clarification of meaning (Truth and Honesty)● Participate in simple interactions● Interpret non-verbal cues to increase comprehension (Truth and Honesty)● Respond to simple commands and instructions	texts: “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., cartoons, charts, conversations, diagrams, texts, emails, movies, Indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, nursery rhymes, paintings, photographs, picture books, poems, presentations, songs, speeches, stories). Oral, written, and visual elements can also be combined (e.g., in dramatic presentations, graphic novels, films, web pages). Engage: actively participate in listening (and reading) to facilitate understanding strategies: <ul style="list-style-type: none">● include strategies to comprehend and express meaning● will vary depending on the context and the individual student	<i>Students are expected to know the following:</i> <i>Fall</i> <ul style="list-style-type: none">● Dakelh Value focus on:<ul style="list-style-type: none">○ Self-Identity: Culture, Spirituality, Individuality○ Respect: For All Life, Animism, Diversity● The local Indigenous language is Dakelh● Simple Dakelh Greetings and Introduction<ul style="list-style-type: none">○ e.g Hello, Good Morning Good Afternoon, Goodnight, See you later, My name is..., I am from...● Local Nation(s)● Personal Ancestry/Nation● Nuclear Family identifiers (Mom, Dad, Brother, Sister)● Primary Colors (Red, Blue, Yellow)	letter patterns: such as groupings of letters that make the same sound, rhyming words, and letter patterns that have consistent pronunciations (for later?) ... is this even applicable? phonemes: individual speech sounds that distinguish one word from another using consonants and/or vowels generic numbers: numbers not specific to subjects of human (including animal), location, abstract or multiple nature. greetings and introductions: common expressions used in greetings, salutations, and getting to know others (e.g., <i>[Hello]</i> , <i>[How are you?]</i> , <i>[See you later]</i> , <i>[Have a good day]</i>)

<p>Personal and social awareness</p> <p>Protocol:</p> <ul style="list-style-type: none"> Identify their clan, house and/or ancestry/nationality (Self-Identity) (Responsibility)(Community) Engage with storytelling (Responsibility) <p>Land & Experiential Learning:</p> <ul style="list-style-type: none"> Consider personal, shared, and others' experiences (Respect) Identify local surroundings/environment (Responsibility) Respectfully participate in learning on the land (Respect, Responsibility, Community) 	<ul style="list-style-type: none"> for example, interpreting body language; listening to intonation and expression; paraphrasing, reformulating, reiterating, and repeating; substituting words; using cognates, context, images, parts of speech, prior knowledge, reference tools, similar words in first language, and text features <p>Seek clarification: using common statements and questions, as well as gestures</p> <p>presentation format: e.g., digital, visual, and verbal modes; students may make use of aids such as charts, graphics, illustrations, music, organizers, photographs, tables, props, and videos</p> <p>cultural lens: e.g., values, practices, traditions, perceptions</p> <p>ways of knowing: “Ways of knowing” refers to the various beliefs about the nature of knowledge that people have. They can include, but are not limited to, First Peoples, gender-related, subject/discipline-specific, cultural, embodied, and intuitive beliefs about knowledge.</p> <p>Dakelh Values:</p> <ul style="list-style-type: none"> Self-Identity: Culture, Spirituality, Individuality Respect: For All Life, Animism, Diversity Truth & Honesty: Living it, Telling the Truth Responsibility: Land & Environment, Familial, Social Responsibilities Community: Generosity, Collaboration, Unity 	<ul style="list-style-type: none"> Seasonal Weather, plants, animals (names, identification, harvesting & uses) <p><i>Winter</i></p> <ul style="list-style-type: none"> Dakelh Value focus on: <ul style="list-style-type: none"> Truth & Honesty: Living it, Telling the Truth Community: Generosity, Collaboration, Unity Generic Numbers 1 to 5 Local Clans & Balhat Feelings (happy, sad, tired, angry) Seasonal Weather, plants & animals (names, identification, harvesting & uses) <p><i>Spring</i></p> <ul style="list-style-type: none"> Dakelh Value focus on: <ul style="list-style-type: none"> Responsibility: Land & Environment, Familial, Social Responsibilities Dakelh alphabet, letter patterns, and /lh/ phoneme Seasonal Weather, plants & animals (names, identification, harvesting & uses) <p><i>Summer</i></p> <ul style="list-style-type: none"> Simple commands (sit, stand, jump, stop, come here) Seasonal Weather, plants & animals (names, identification, harvesting & uses) Dakelh Values e.g. <ul style="list-style-type: none"> Self-Identity: Culture, Spirituality, Individuality Respect: For All Life, Animism, Diversity Truth & Honesty: Living it, Telling the Truth Responsibility: Land & Environment, Familial, Social Responsibilities Community: Generosity, Collaboration, Unity Celebration/Learning Balhat: <ul style="list-style-type: none"> Clans Respect Protocols Reciprocity Dakelh Values 	<p>singular and plural forms of words (number) - G5 (number of people - Grade?)</p> <p>information: common expressions used to share information about one another (e.g., [<i>How old are you?</i>], [<i>My name is ...</i>], [<i>I’m ... years old</i>], [<i>I am...</i>])</p> <p>oral histories: e.g., conversations with an Elder about celebrations, traditions, and protocols</p> <p>identity / Self-Identity: Individual, familial, communal and national experiences, expressions, relationships, memories and values that create a sense of self. Identity is influenced by, for example, traditions, protocols, celebrations, and festivals</p> <p>place: Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world. A sense of place can be influenced by territory, food, clothing, and creative works.</p> <p>cultural practices: could include information about activities, clothing, dance, Indigenous regalia, objects, food, music, parades, sports, protocols.</p> <p>creative works: e.g., painting, sculpture, theatre, dance, poetry and prose, filmmaking, musical composition, architecture</p> <p>cultural appropriation: use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</p>
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