



School District No. 27  
(CARIBOO - CHILCOTIN)

## Board/Authority Authorized Course: Dakelh Language 10

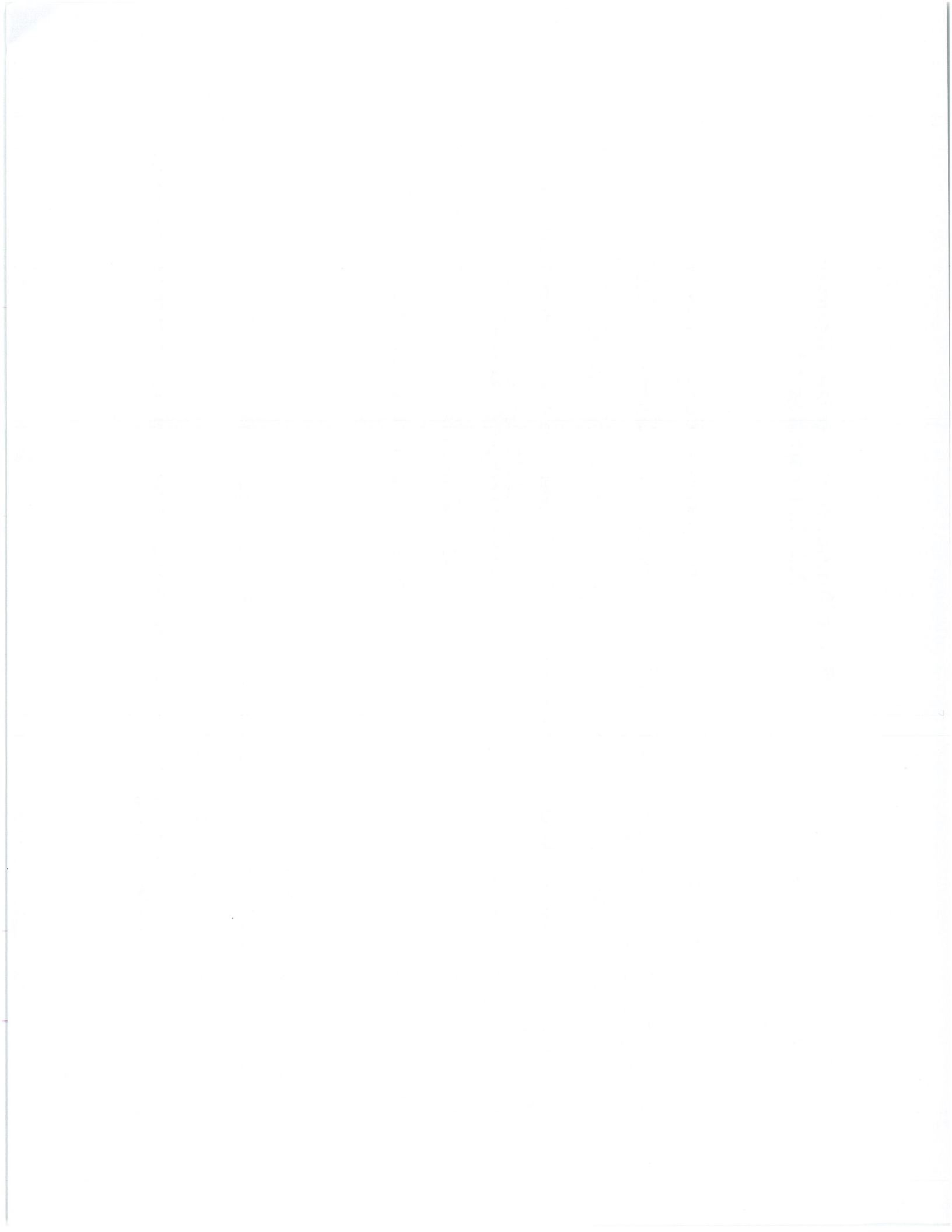
School District Name: Cariboo – Chilcotin	School District Number: School District # 27
Developed by: David DeRose & Dancing Water Sandy & in consultation with the language authorities	Date Developed: September 10, 2019
School Name: Lake City Secondary – WL Campus	Principal's Name: Craig Munroe
Superintendent Approval Date (for School Districts only): September 15, 2019	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: September 17, 2019	Board/Authority Chair Signature:
Course Name: Dakelh Language	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Dakelh Language Grade 9 & recommendation of a previous Dakelh Language teacher.

Special Training, Facilities, or Equipment Required:

Dakelh Elders & guest facilitators are the preferred knowledge sharing community. Dakelh traditional territories are the preferred land base for outdoor learning.





Course Synopsis: This course is to elaborate on previous Dakelh Language course content. Students will have the opportunity to explore the Dakelh Language in a culturally appropriate meaningful way supported by local elders, knowledge keepers, and through peer support.

Course Rationale:

Dakelh Language 10 (DL10) is designed to develop fluency and cultural knowledge about the Dakelh nation. The skills gained in this course can be utilized and paralleled in other learning opportunities. The focus of DL10 is to bring local learning content to life in a culturally appropriate and relevant way. The fluency is taken a step further than previous TL course grades to engage with elders & peers outside of the educational setting. The students will be encouraged to take what they are learning home to their houses, to community, and with each other. Students will be given opportunities to mentor their fellow students through artistic creation, storytelling, film making, and other written works. Leadership opportunities will be promoted through community events, school wide events, and class activities.

Course Goals:

- To develop fluent Dakelh speakers.
- To develop the knowledge and skills to converse with the elders in the Dakelh nation.
- To develop the knowledge and skills to mentor the younger students to speak Dakelh everyday.
- To learn about the key traditional & cultural aspects and practices of the Dakelh nation.

Aboriginal Worldviews & Perspectives:

Declaration of First People's Principles of Learning:

Dakelh Language includes and supports:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.





- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.

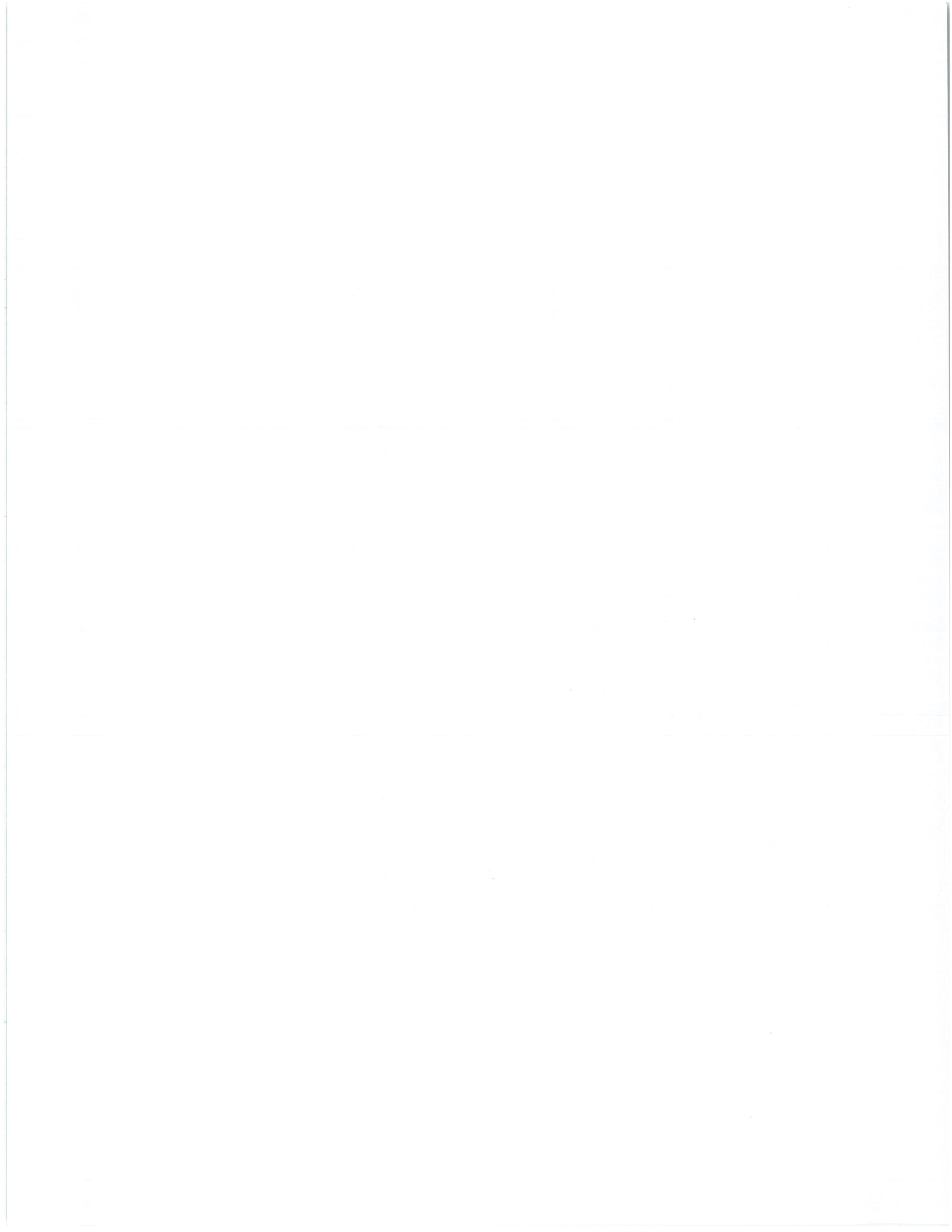
Declaration of First People's Principles of Learning Con't:

- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspect included in Dakelh Language. Dakelh is inseparable from connectedness and relationships; specifically:

- Community involvement & engagement
- Experiential, culturally relevant learning.
- Flexible format, structure, & timeline of learning.
- Exploring leadership from a local, provincial, and federal viewpoint.
- Create a positive learner-centred approach, to promote the natural gifts within each individual.
- Share the role of the knowledge keeper/teacher as each member of the community holds different knowledge.
- Focus on local Dakelh content.







Organizational Structure:

## Area of Learning: Dakelh Language

Grade 10

### BIG IDEAS

Listening and viewing with intent supports our acquisition and understanding of the Dakelh language.

Expressing ourselves and engaging in conversation in Dakelh involves courage, risk taking, and perseverance.

Acquiring a new language can shape our perspective and identity.

**Cultural expression** can take many different forms.

Acquiring Dakelh allows us to interact with the Dakelh communities.

Acquiring Dakelh allows us to explore diverse **opportunities**.

### Learning Standards

#### Curricular Competencies

*Students are expected to be able to do the following:*

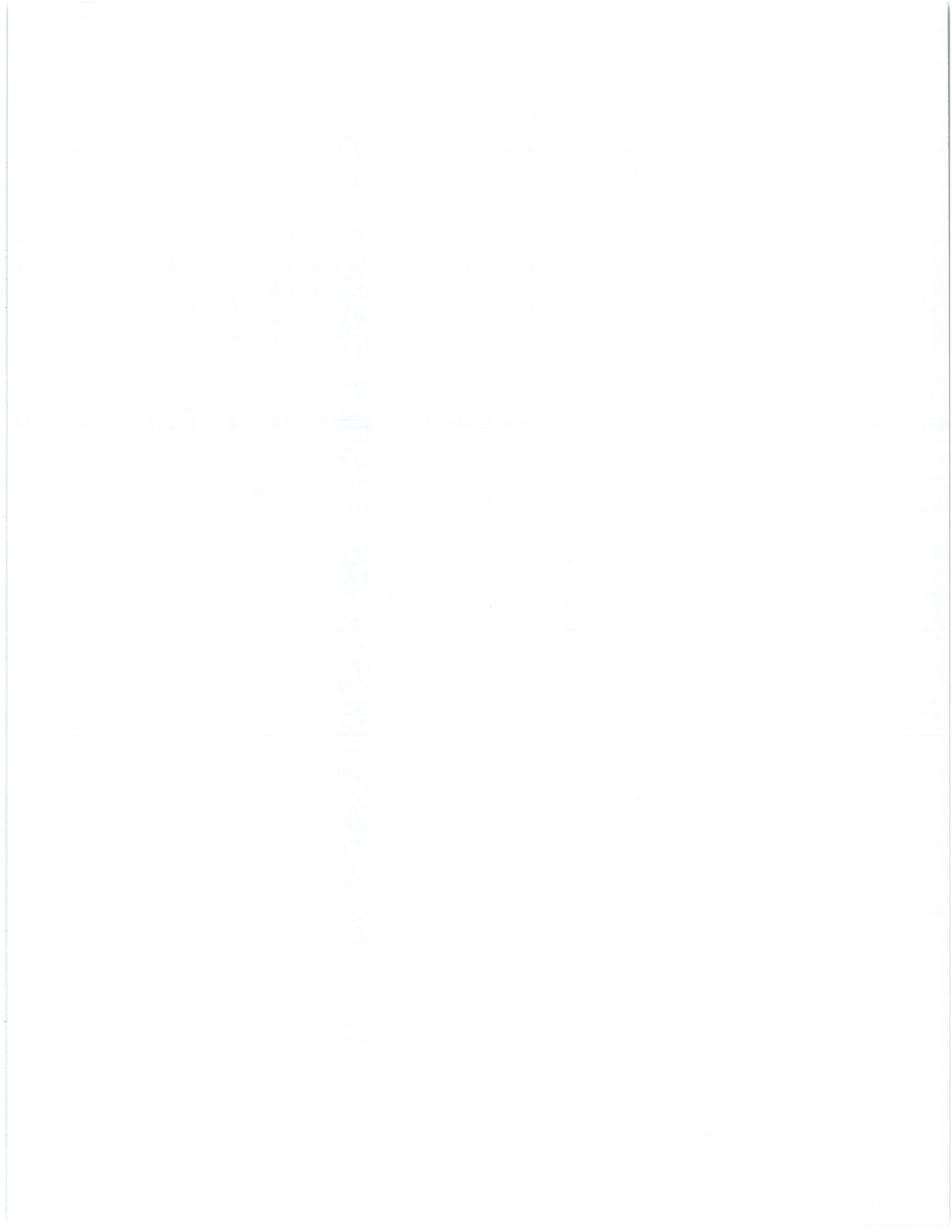
#### Thinking and communicating

- Explore and **derive meaning** from a variety of **texts**
- Use a range of **strategies to support communication**
- **Seek clarification** of meaning
- Make **word choices** to convey meaning
- Engage in **conversations** about **familiar topics**
- Express themselves with increasing fluency, both orally and in writing

#### Content

*Students are expected to know the following:*

- commonly used vocabulary and sentence structures for communication in **past, present, and future** time frames:
  - various types of **questions**
  - **sequences** of events
  - degrees of **likes and dislikes**
  - **hopes, dreams, desires, and ambitions**
  - opinions about familiar topics





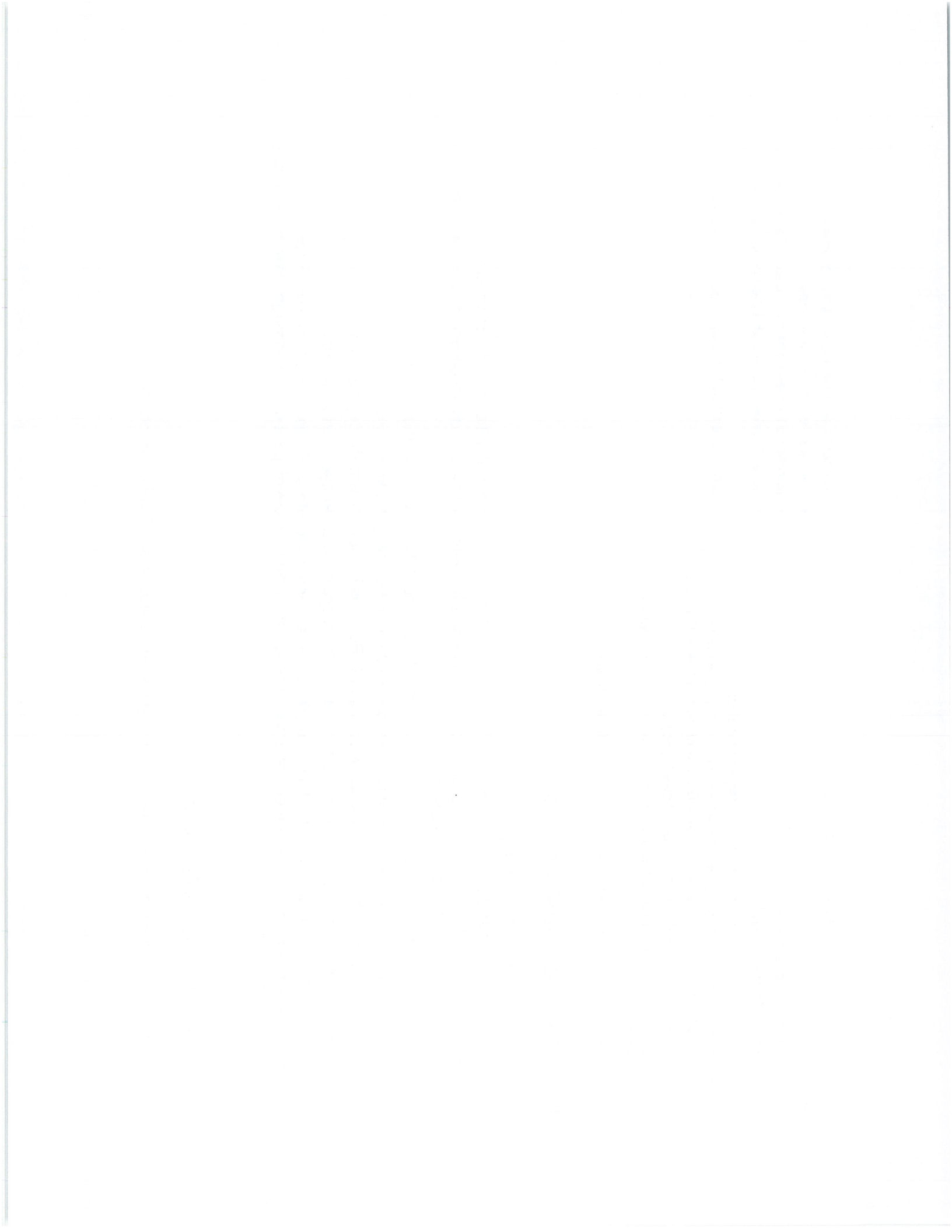
<ul style="list-style-type: none"> <li>• <b>Narrate stories</b>, both orally and in writing</li> </ul> <p><b>Personal and social awareness</b></p> <ul style="list-style-type: none"> <li>• Explore <b>regional variations</b> in Dakelh</li> <li>• Explore Dakelh cultural expression</li> <li>• Recognize connections between <b>language and culture</b></li> <li>• Recognize that language and culture have been influenced by the <b>interactions of Non-Indigenous and Dakelh communities</b> in Canada</li> <li>• Explore the lives and contributions of Dakelh people</li> <li>• Explore the <b>importance of story</b> in personal, family, and community identity</li> <li>• <b>Engage</b> in experiences with Dakelh communities and people</li> </ul>	<ul style="list-style-type: none"> <li>• <b>elements of a variety of types of texts</b></li> <li>• <b>common elements of stories</b></li> <li>• <b>idiomatic expressions</b> from Dakelh language</li> <li>• lives of Dakelh people and their contributions to society</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> </ul>
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Recommended Instructional Component:

- Experiential Learning:
  - Field trips to the traditional territory to learn the history and significance of certain areas.
  - Elder visits with the classroom on a quarterly basis to relay pronunciation and cultural significance of the Dakelh Language.
  - Attend fisheries station to view and learn about the lifecycle of the salmon.
- Film making using the Dakelh Language as the main dialog in the project.
- Direct instruction for the core vocabulary & Peer instruction for vocabulary repetition.
- Models of harvesting seasons such as: salmon cycle, weather cycle, hunting tools.
- Individual basis: as in traditional methods of learning work with students to identify their personal gifts in education and create an educational experience for them to develop those gifts through Dakelh Language curriculum.

Recommended Assessment Component:

- Written assessment: journals, quizzes, exams, story work, & labeling models.





- Oral Presentations & Performance assessment: in film, drama, conversation with the teacher.
- Peer & Self assessment: performances, editing story work, conversations, & mentoring.
- Elder assessment: conversation with elders, working with a prop (salmon, medicine etc.)
- Home assessment: have parents engage assess their mentorship skills through game play.

Learning Resources:

Southern Carrier Language Program:  
Ul'at'hot'en Scope and Sequence. Kindergarten to Grade 12  
Property of School District No. 27  
June 2001

First Voices  
<https://www.firstvoices.com>

Tsilhqot'in National Government  
[www.tsilhqot'in.ca](http://www.tsilhqot'in.ca)



