



School District No. 27
(CARIBOO - CHILCOTIN)

Board/Authority Authorized Course: T̓silhqot̓in Language 11

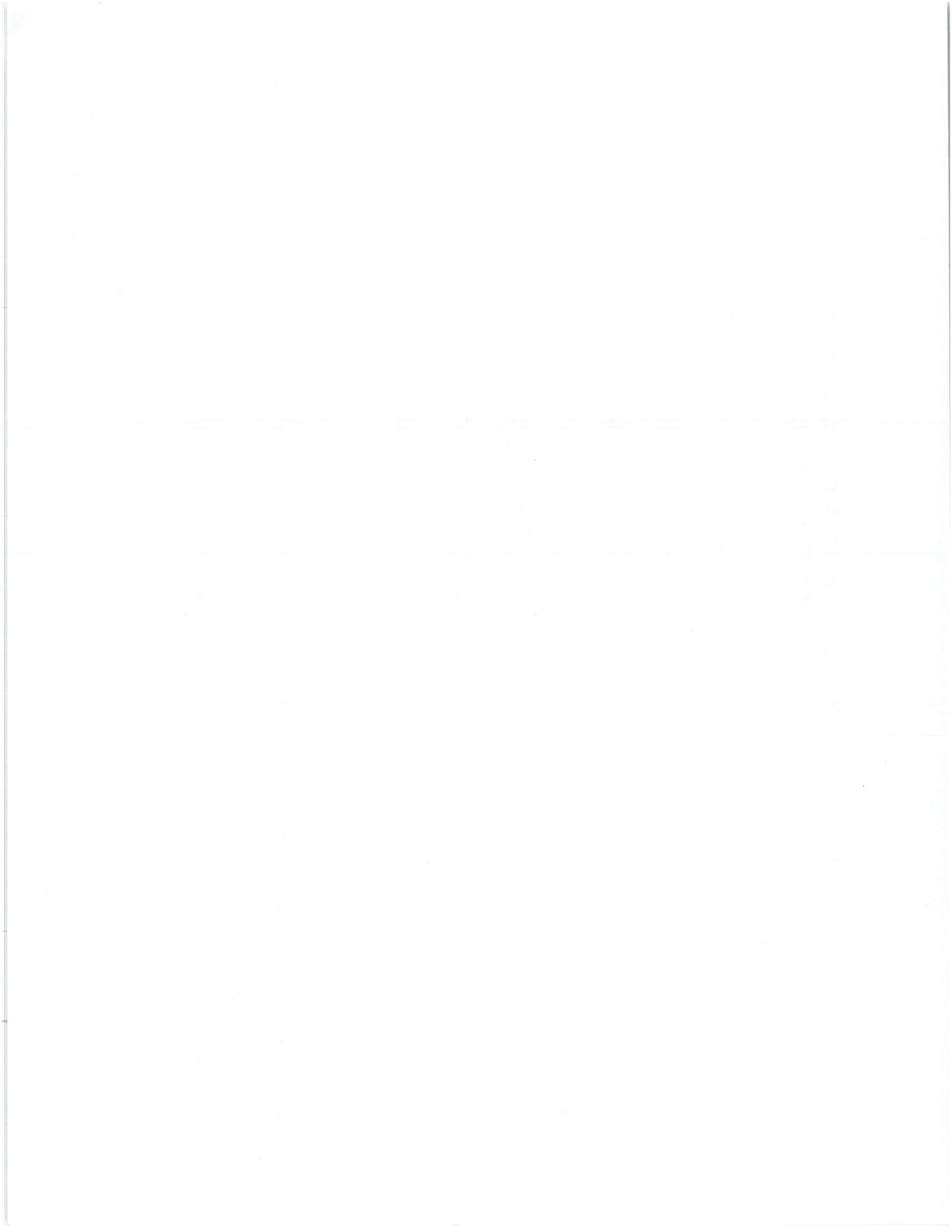
School District Name: Cariboo – Chilcotin	School District Number: School District # 27
Developed by: David DeRose & Dancing Water Sandy & in consultation with the language authorities	Date Developed: September 10, 2019
School Name: Lake City Secondary – WL Campus	Principal's Name: Craig Munroe
Superintendent Approval Date (for School Districts only): September 15, 2019	Superintendent Signature
Board/Authority Approval Date: September 17, 2019	Board/Authority Chair Signature:
Course Name: T̓silhqot̓in Language	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

T̓silhqot̓in Language Grade 10 & recommendation of a previous T̓silhqot̓in Language teacher.

Special Training, Facilities, or Equipment Required:

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



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

Course Rationale:

T̓silhqot̓in Language 11 (TL11) is designed to develop fluency and cultural knowledge about the T̓silhqot̓in nation. The skills gained in this course can be utilized and paralleled in other learning opportunities. The focus of TL11 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:

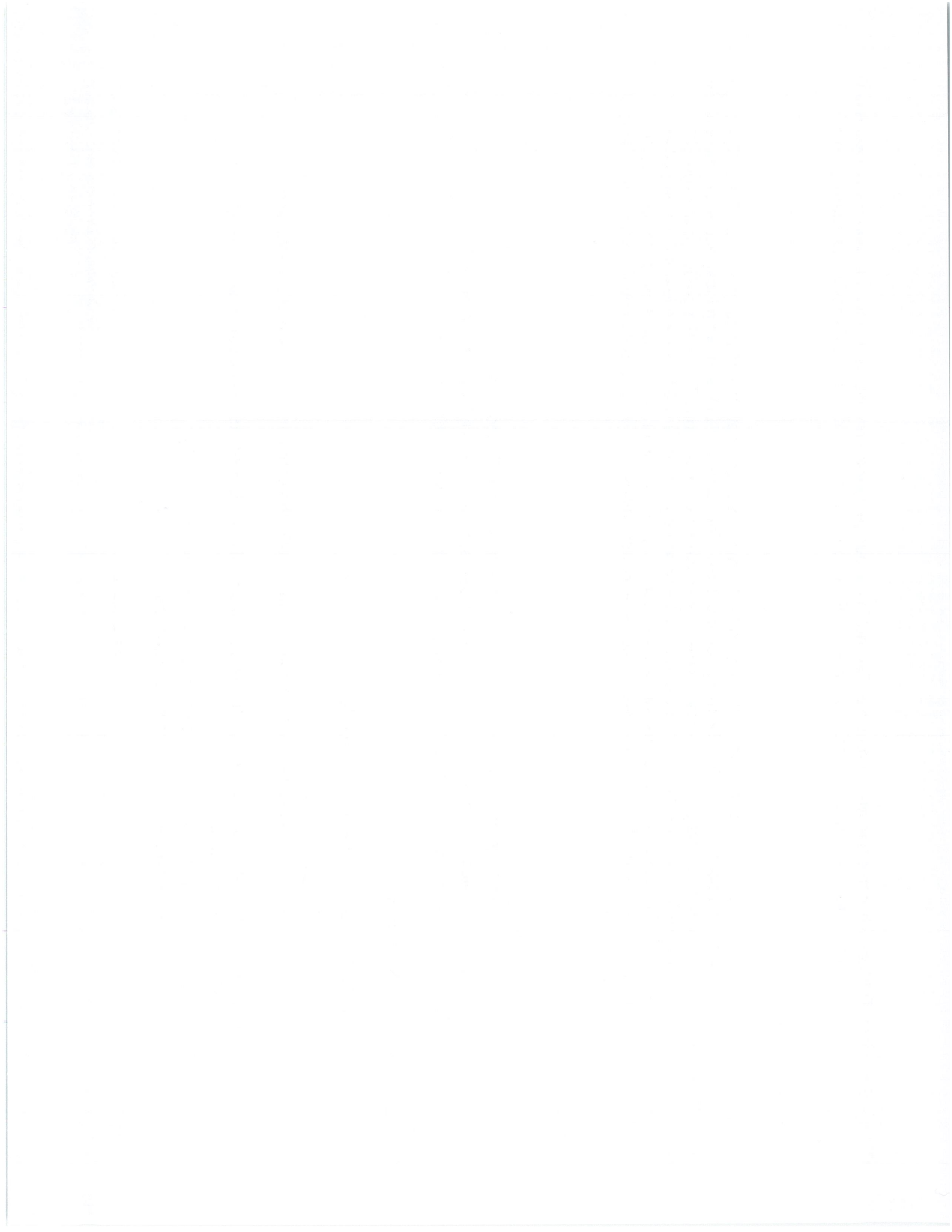
- To develop fluent T̓silhqot̓in speakers.
- To develop the knowledge and skills to converse with the elders in the T̓silhqot̓in nation.
- To develop the knowledge and skills to mentor the younger students to speak T̓silhqot̓in everyday.
- To learn about the key traditional & cultural aspects and practices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

Aboriginal Worldviews & Perspectives:

Declaration of First People's Principles of Learning:

T̓silhqot̓in 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.

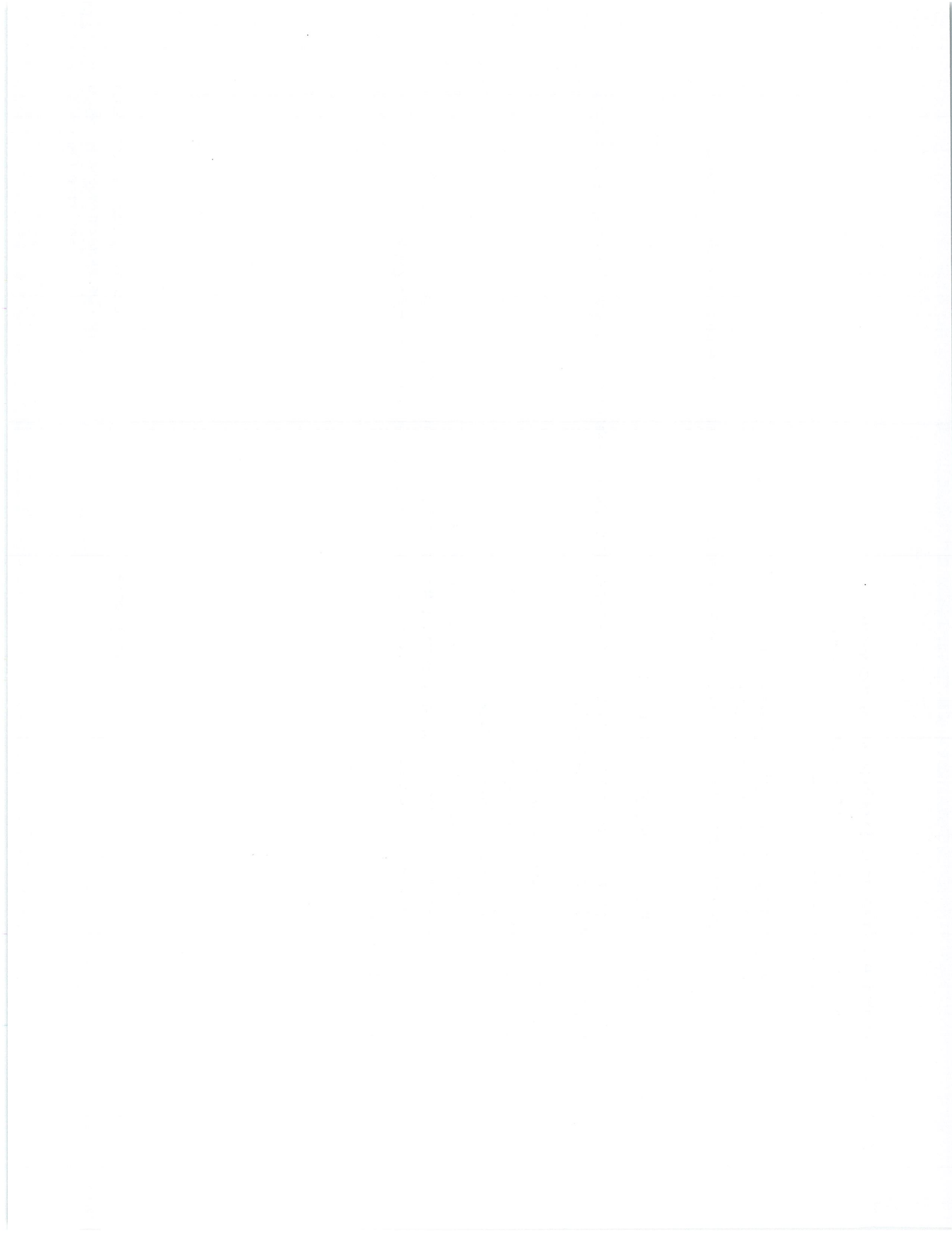
Declaration of First People's Principles of Learning Con't:

- 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 T̓silhqot̓in Language. T̓silhqot̓in 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 T̓silhqot̓in content.





Area of Learning: T̓silhqot̓'in Language

BIG IDEAS

Listening and viewing with intent supports our acquisition of T̓silhqot̓'in.

The communicative context determines how we express ourselves.

Language and culture are interconnected and shape our perspective, identity, and voice.

Exploring diverse forms of **cultural expression** promotes greater understanding of our own cultural identity.

Acquiring T̓silhqot̓'in provides a unique opportunity to access and interact with the T̓silhqot̓'in communities.

Developing proficiency in T̓silhqot̓'in provides diverse **opportunities**.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

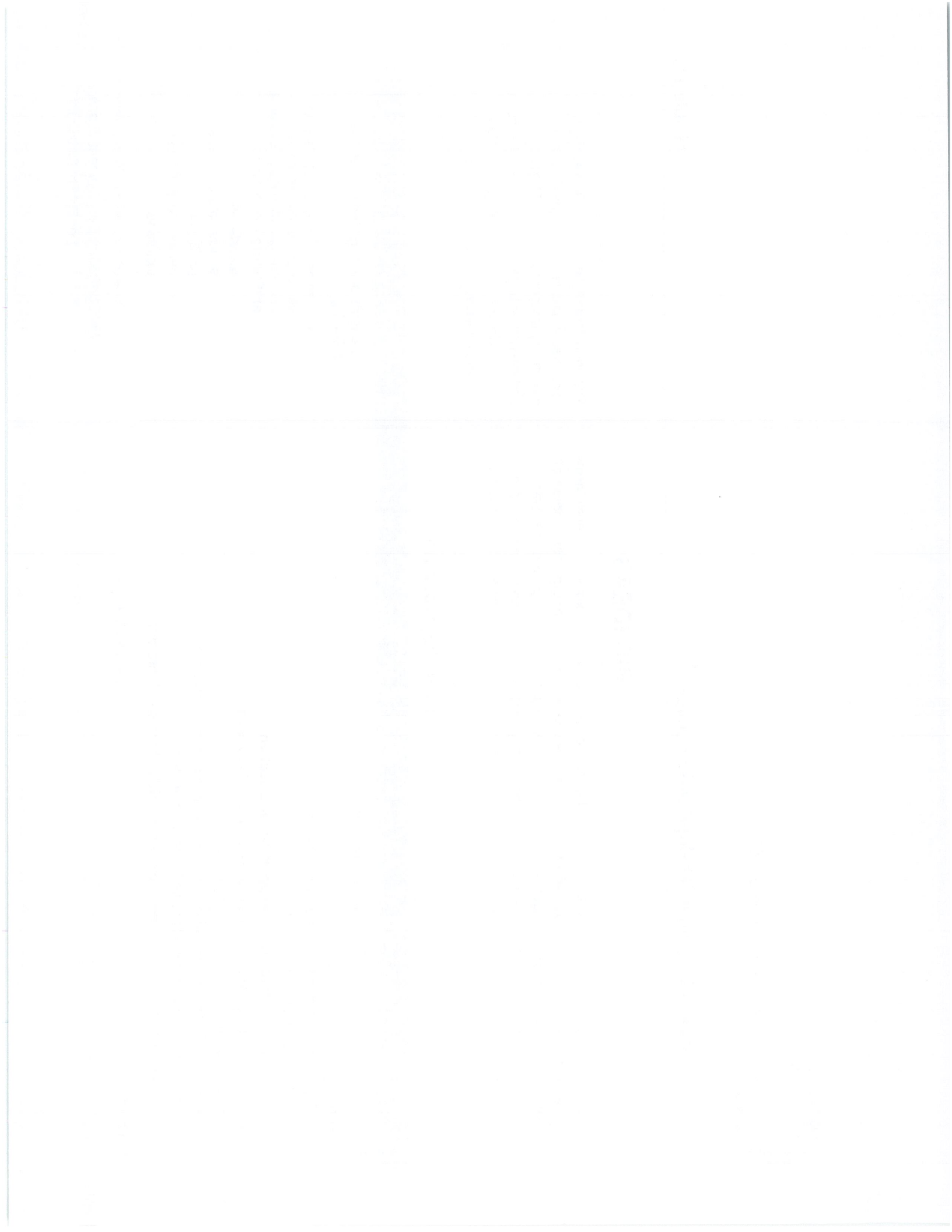
Thinking and communicating

- Explore and interpret a wide variety of **texts**
- Identify **perspectives** in texts
- Use a range of **strategies to support communication**
- Derive and negotiate meaning in a wide variety of **contexts**
- **Respond personally** to a variety of texts
- Make **word choices** and adjust register to express intended meaning
- Adjust speech and writing to reflect different **purposes**
- Engage in meaningful **conversations** on a variety of **topics of interest**

Content

Students are expected to know the following:

- commonly used vocabulary and sentence structures for communication in **past, present, and future** time frames:
 - **questions**
 - **sequences** of events
 - predictions
 - personal experiences
 - **opinions**

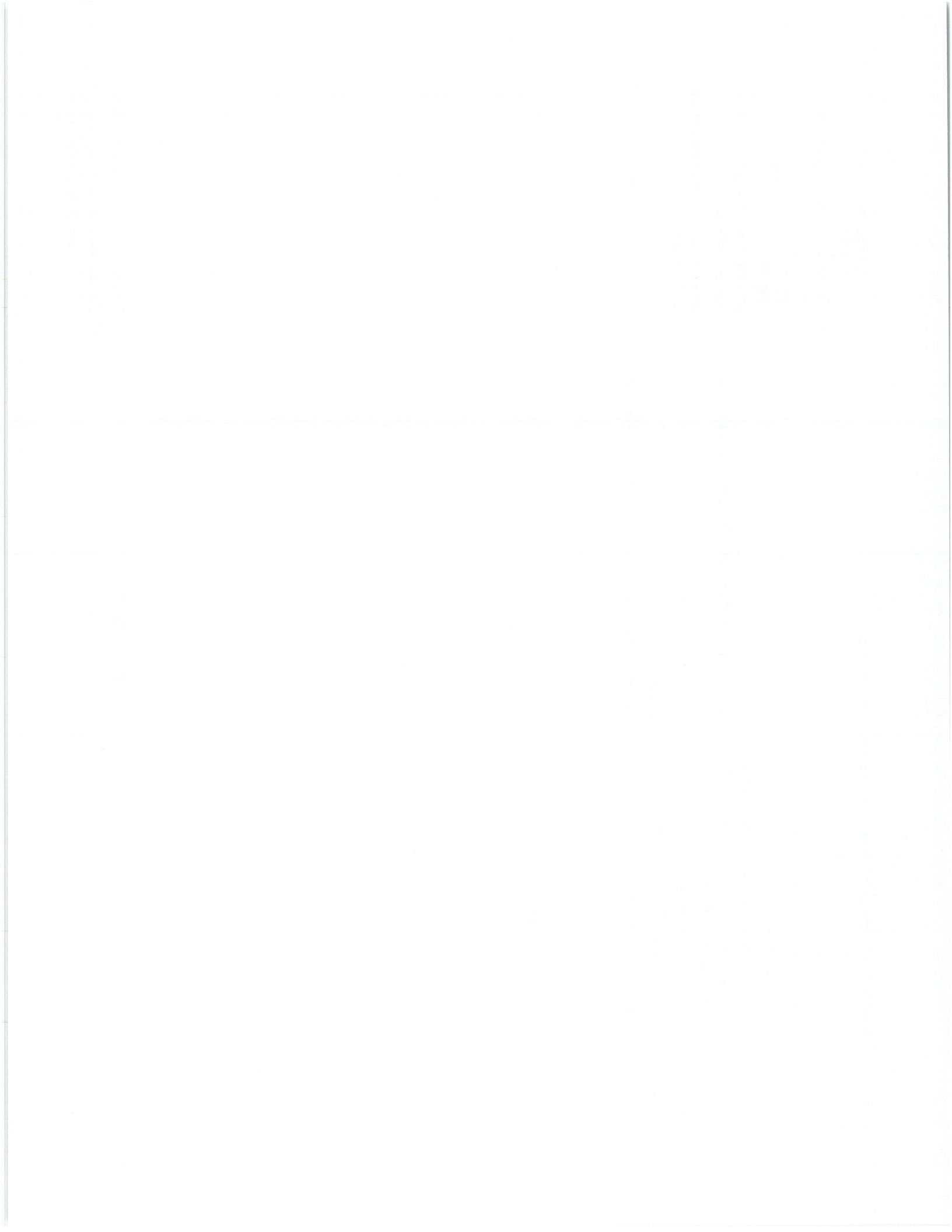


- Express themselves with increasing fluency, both orally and in writing
- **Narrate stories**, both orally and in writing

Personal and social awareness

- Explore **regional variations** in Tšilhqot'in
- Explore Tšilhqot'in cultural expression
- Explore connections between **language and culture**
- Recognize that language and culture have been influenced by the **interactions with Non-Indigenous and Tšilhqot'in communities** in Canada
- Explore the **importance of story** in personal, family, and community identity
- **Engage** in experiences with Tšilhqot'in communities and people
- Identify and explore personal, educational, and professional opportunities requiring proficiency in Tšilhqot'in

- **comparisons and contrasts**
- **elements of a variety of types of texts**
- **register and language etiquette**
- **idiomatic expressions** from across Tšilhqot'in
- ethics of **cultural appropriation** and plagiarism



Tsilhqot'in Language Grade 11

Big Ideas – Elaborations

- **forms of cultural expression:** represent the experience of the people from whose culture they are drawn; for example, customs, folklore, language use, traditions, ways of celebrating, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre)
- **opportunities:** for example, educational, personal, professional, social, and travel opportunities

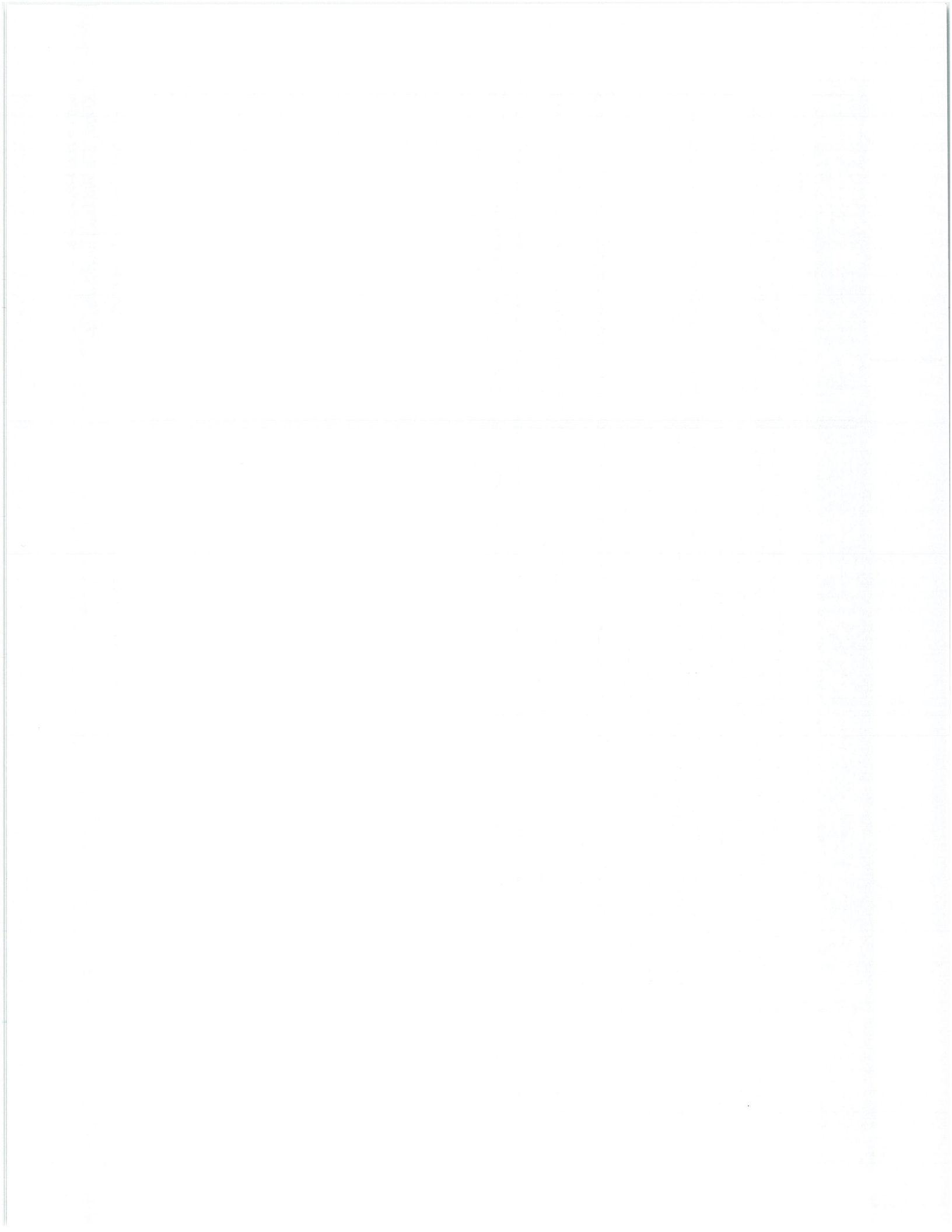
Tsilhqot'in Language Grade 11

Curricular Competencies – Elaborations

- **texts:** “Text” refers to all forms of oral, written, visual, and digital communication, including authentic or adapted texts (e.g., advertisements, articles, biographies, blogs, brochures, cartoons, charts, conversations, diagrams, emails, essays, films, forms, graphs, indigenous oral histories, instructions, interviews, invitations, letters, narratives, news reports, novels, nursery rhymes, online profiles, paintings, photographs, picture books, poems, presentations, songs, speeches, stories, surveys, text messages).
- **perspectives:** A text can reflect the author’s personal point of view, which may include bias.
- **strategies to support communication:**
 - include strategies to comprehend and express meaning
 - will vary depending on the context and the individual student
 - 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
- **contexts:** for example, contexts differing in terms of audience, purpose, setting, formal versus informal
- **Respond personally:** for example, provide personal reactions, interpretations, opinions
- **word choices:** for example, nuances of different verb forms), pronouns, word placement within a sentence, words with close but not identical meanings
- **purposes:** for example, to convince, inform, entertain
- **conversations:** virtual, online, and/or face-to-face; with peers, teachers, and members of the wider community
- **topics of interest:** personal, local, regional, national, or global topics of interest, such as current events, matters of public debate, political issues, social trends, and diverse ranges of lifestyles and relationships

Curricular Competencies – Elaborations

- **Narrate:** using a variety of expressions of time and transitional words to show logical progression using past, present, and future time frames
- **stories:** Stories are narrative texts that can be oral, written, 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, skits, series of pictures, songs, student-created stories.
- **regional variations:** for example, accents, idiomatic expressions, slang, other vocabulary
- **language and culture:** as expressed through, for example, regional dialects, historical origins of words, idiomatic expressions, and creative works (e.g., architecture, dance, filmmaking, musical composition, painting, poetry and prose, sculpture, theatre)
- **interactions of local First Peoples and T̓šilhqot̓'in communities:** for example:
 - T̓šilhqot̓'in vocabulary and structures and expresses a distinctive T̓šilhqot̓'in culture
 - the fact that First Peoples writers have used the T̓šilhqot̓'in language through prose, poetry, and motion picture to bring attention to the negative effects of colonization on their families and communities
- **importance of story:** T̓šilhqot̓'in stories are an important way to seek and impart knowledge, beliefs, customs, perspectives, traditions, values, and worldviews. In doing so, they can share history and strengthen a sense of identity.
- **Engage:** through, for example, blogs, classroom and school visits (including virtual/online visits), clubs, concerts, courses, exchanges, festivals, films, pen-pal letters, magazines, newspapers, plays, social media and other online resources, stores/restaurants with service in T̓šilhqot̓'in



Content – Elaborations

- **past, present, and future statements**
- **questions:** including using open-ended questions to elicit a deeper level of response
- **sequences:** using appropriate verb tenses and expressions of time
- **opinions:** explanation of and justification for opinions
- **comparisons and contrasts:** including comparisons of differing points of view and opinions
- **elements of a variety of types of texts:** for example, format (e.g., letter versus email message), language, context, audience, register (e.g., formal versus informal), purpose
- **register and language etiquette:**
 - elements of formal versus informal speech and writing (e.g., including the development of new words)
 - etiquette, such as addressing people they have not met + surname/title, deceased
 - use of topic-specific jargon, abbreviations, and txt spk
- **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 T̓ìl̓hq̓ot̓'in culture it is drawn

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 T̓ìl̓hq̓ot̓'in Language.
 - Attend fisheries station to view and learn about the lifecycle of the salmon.
- Film making using the T̓ìl̓hq̓ot̓'in 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 T̓ìl̓hq̓ot̓'in Language curriculum.

Recommended Assessment Component:

- Written assessment: journals, quizzes, exams, storywork, & labeling models.
- Oral Presentations & Performance assessment: in film, drama, conversation with the teacher.
- Peer & Self assessment: performances, editing storywork, 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:

Chilcotin Language Program:
T̓silhqot̓in Scope and Sequence. Kindergarten to Grade 12
Property of School District No. 27
June 2001

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

T̓silhqot̓in National Government
www.tsilhqotin.ca

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