| ***Curricular Components*** | ***Curricular Outcomes*** |
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| **IN 1: Students adapt as their language learning strengthens their identity.** | IN 1.1: Use language to make myself understood (needs, desires and emotions) | IN 1.2: Initiate and engage in multi-sentence conversations through authentic experiences (band office, store, on-the-land) | IN 1.3: Seek out opportunities to build links with youth outside the community who speak the language (social media) |
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| IN 1.4: Model the strategies of a successful language learner (take risks, stay in the language, perseverance) | IN 1.5: Discuss progress as a language learner and describe the skills that need to be further developed |
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| **IN 2: Students apply their community’s traditions and worldview.** | IN 2.1: Understand the protocols associated with cultural practices and activities | IN 2.2: Use resources that are in my language when available (videos, games, books, phone Apps) | IN 2.3: Identify and participate in community activities that add to my language and identity (legends, sayings, stories) |
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| IN 3: Students experience emotional, physical, intellectual and spiritual enjoyment. | IN 3.1: Model behaviours that are consistent with the spiritual teachings  | IN 3.2: Initiate playful activities and interactions for my own enjoyment  | IN 3.3: Use slang, puns, idioms, rhymes and ‘kid’ talk |
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| **IN 4: Students display their sense of belonging to a community of language speakers.** | IN 4.1: Seek greater opportunity to speak my language in public settings and support listeners in their response if required (taxi rides, band office, store, Elders around town) | IN 4.2: Participate in language and cultural performances (drum, songs, story and chants) |
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| **IN 5: Students recognize, understand and confirm meaning.** | IN 5.1: Accurately pronounce and spell familiar words while attending to critical sound distinctions | IN 5.2: Use a dictionary (if available) to confirm meaning and spelling of new words both heard and read | IN 5.3: Distinguish and acknowledge changes to word meanings associated with the use of **affixes** on nouns and verbs (past tense) | IN 5.4: Read and understand complex sentences, stories and passages on familiar topics |
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| IN 5.5: Connect ideas using time markers (before, during, after, when the world was new, yesterday) | IN 5.6: Use known vocabulary to describe surroundings and experiences (picture prompts) | IN 5.7: Use vocabulary which describe extended **kinship** or relationships (namesakes, descendants) | IN 5.8: Vary volume, gestures and intonation to express emotion and clarify intent while communicating with others |
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| IN 5.9: Ask questions to expand understanding (why) | IN 5.10: Use a variety of cues to decode new words (context, **affixes**, pictures) | IN 5.11: Read and interpret text for steps in a procedure or directions (lighting fire, setting snare, making bannock) |
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| **IN 6: Students acquire their language through personal, family, community, school and cultural experiences.** | IN 6.1: Use varied vocabulary to describe and interpret my community and my experiences |
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| **IN 7: Students produce a message and validate it for themselves and others.** | IN 7.1: Speak with sufficient accuracy to express meaning to a new listener through conversation | IN 7.2: Seek to embellish conversation by adding familiar vocabulary to create new sentences, questions and answers | IN 7.3: Apply rules of word order when speaking and writing | IN 7.4: Produce message to convey my understanding of the Indigenous worldview (drum song, prayer, statement of personal beliefs, poem) |
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| IN 7.5: Experiment with different text forms to write about personal experiences (journal entries, posters, signs, letter, story, recipe, news article) | IN 7.6: Confirm the specific teachings of the stories presented in various media (dramatization, play, movie, TV, radio) | IN 7.7: Convey meaning and emotion by retelling a legend or story shared by others using appropriate tone, expression and volume |
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**Learner Profile:**

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| Strengths(date) |  |
| Challenges |  |
| Program Modifications |  |

Observation Notes / Evidence (date)