| ***Curricular Components*** | ***Curricular Outcomes*** |
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| **BE 1: Students adapt as their language learning strengthens their identity.** | BE 1.1: Use the language as a tool to express my basic needs, desires and emotions | BE 1.2: Engage in conversations through **authentic experiences** (seasonal activities and community settings) | BE 1.3: Make connections with the language used in my home and community (store, Rec Centre) |
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| BE 1.4: Adapt behaviours to support and encourage others | BE 1.5: Recognize the strategies of a successful language learner (take risks, make an effort, stay in the language, set goals) |
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| **BE 2: Students apply their community’s traditions and worldview.** | BE 2.1: Participate in community and cultural activities | BE 2.2: Follow the protocols and use appropriate language in various settings and activities | BE 2.3: Integrate common expressions, sayings, chants and songs spontaneously |
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| BE 3: Students experience emotional, physical, intellectual and spiritual enjoyment. | BE 3.1: Practice behaviour that is consistent with spiritual teachings | BE 3.2: React to funny things (jokes, stories, **idioms**) | BE 3.3: Interact with books and other media for my own enjoyment (videos, radio, phone Apps, podcasts) | BE 3.4: Interpret or act out what I see and hear through puppetry and drama |
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| **BE 4: Students display their sense of belonging to a community of language speakers.** | BE 4.1: Speak my language to people I know in school and community settings (other teachers, store, bush camp, playground) | BE 4.2: Seek out language and cultural performances(drum songs, stories and chants) | BE 4.3: Lead activities that promote socialization(tag, Uno, hide and seek, soccer, buddy reading) | BE 4.4: Appreciate and value that the language may be spoken in different ways within the language community |
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| **BE 5: Students recognize, understand and confirm meaning.** | BE 5.1: Listen for and distinguish critical sound distinctions in known words spoken **(glottals, clicks, tones, nasals)** | BE 5.2: Pronounce known words accurately with attention given to unique features of the alphabet **(diacritics)** | BE 5.3: Comprehend elements within sentences in guided situations (word order, possession, number, object or subject, preposition of place) |
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| BE 5.4: Connect ideas using common connection words (and, but, or, then, because) | BE 5.5: Interact with others using a variety of responses to different greetings, introductions, farewells, questions and commands | BE 5.6: Interpret and respond to differences in volume, **intonation**, gestures and body language that may accompany a statement, command or warning in different settings |
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| BE 5.7: Ask questions or make statements to seek clarification (**survival phrases,** when) | BE 5.8: Use supports to build a bank of sight words from familiar topics and common vocabulary (word wall, dictionary) | BE 5.9: Read simple patterned text on familiar topics |
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| **BE 6: Students acquire their language through personal, family, community, school and cultural experiences.** | BE 6.1: Seek out new ways to describe and interpret my community, surroundings and my experiences (personal dictionary) |
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| **BE 7: Students produce a message and validate it for themselves and others.** | BE 7.1: Apply rules of language to scripted conversations and simple stories (pronouns, noun-verb patterns) | BE 7.2: Use key phrases, simple sentences and scripted questions and answers to converse with others | BE 7.3: Identify the topic and related parts of an oral or written message about familiar situations | BE 7.4: Make personal connections to the teachings of the stories either told or read to me |
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| BE 7.5: Write simple messages and stories using patterned text (daily journals, shared writing experience, autobiography) | BE 7.6: Participate in writing activities that promote socialization(paired writing, plays and skits, pen pal, games, social media) | BE 7.7: Participate in cultural experiences and describe these through simple phrases |
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**Learner Profile:**

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

Observation Notes / Evidence (date)