| ***Curricular Components*** | ***Curricular Outcomes*** | | | | | | | | | | | | | | | | | |
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| **CA 1: Students adapt as their language learning strengthens their identity.** | CA 1.1: Initiate and engage in conversations that demonstrate my identity and commitment to my language | | | | | | CA 1.2: Advocate for my language by understanding and acting upon my rights and responsibilities as a language learner (**Official Languages Act**) | | | | | | CA 1.3: Describe a plan for continuing language learning as a life-long process | | | | | |
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| **CA 2: Students apply their community’s traditions and worldview.** | CA 2.1: Under the guidance of a teacher or Elder, take a lead in organizing or demonstrating traditional practices in a school or community setting | | | | | | CA 2.2: Initiate performances and produce resources in my language that celebrate my culture, community, and ceremonies (videos, games, books, social media messaging) | | | | | | CA 2.3: Document and share words, phrases, sentences, expressions and idioms of personal interest and which contribute to my identity | | | | | |
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| CA 3: Students experience emotional, physical, intellectual and spiritual enjoyment. | CA 3.1: Expand and deepen relationships with the land, self, Elders, and others that allow me to live my life as a principled and spiritual being | | | | | | CA 3.2: Find joy in exploring the connections between my culture and my language | | | | | | CA 3.3: Take pleasure in being able to communicate on social issues (caribou hunting ban) | | | | | |
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| **CA 4: Students display their sense of belonging to a community of language speakers.** | CA 4.1: Champion my language-learning experiences spontaneously among my peers and in my community | | | | | | | | | | | | | | | | | |
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| **CA 5: Students recognize, understand and confirm meaning.** | CA 5.1: Teach others some critical sound distinctions and structural elements | | | | | CA 5.2: Communicate with people whose speed of speech, **intonation**, pronunciation and regional expressions are unfamiliar | | | | CA 5.3: Summarize and share stories and text that you have read into your own words | | | | CA 5.4: Use community dictionaries, apps and other resources confidently to confirm meaning | | | | |
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| CA 5.5: Engage in authentic conversations with Elders and other fluent speakers, following protocols | | | | | CA 5.6: Engage others in complex conversations incorporating questions, descriptions and explanation based on shared experiences or text read | | | | CA 5.7: Read and comprehend a variety of lengthy texts on a variety of different topics | | | | CA 5.8: Read for specific purposes (enjoyment, gathering information, problem solving) | | | | |
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| **CA 6: Students acquire their language through personal, family, community, school and cultural experiences.** | CA 6.1: Research and examine **root words** to better understand the vocabulary and structure of my language | | | | | | | | | | | | | | | | | |
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| **CA 7: Students produce a message and validate it for themselves and others.** | CA 7.1: Develop a clear message while attending to the rules of my language (tense, relationships of time, number, object, subject, location, possession, handling and motion verbs) | | | | | CA 7.2: Pronounce and spell words with accuracy | | | | CA 7.3: React to the unexpected by engaging in spontaneous conversations on a variety of topics with a speaker from another community | | | | CA 7.4: Employ diverse and relevant reading strategies to derive meaning from and respond to advanced and complex texts | | | | |
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| CA 7.5: React and respond to stories presented in various media (dramatization, radio, movie, TV, social media) | | | | | CA 7.6: Research and document the contributions Indigenous performers, authors, and producers make to their language, lives and the environment | | | | CA 7.7: Research, write, produce and share a film, play or dramatization on a topic of community interest or cultural significance (digitally, community gathering) | | | | CA 7.8: Research, discover and retell legends and stories of the past of cultural and community significance as shared by an Elder or teacher | | | | |
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**Learner Profile:**

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

Observation Notes / Evidence (date)