

# Dakelh Ghunek - Dakelh Language

## Introduction, Acknowledgments & Early Learning to Grade 12 Curriculum

### Introduction

#### What

This curriculum was developed in consultation with, and on the unceded ancestral lands of, the Lheidli T'enneh, Lhoosk'uz Dené Nation, Lhtako Dené Nation, Nazko First Nation and Ulkatcho Nations. We honour the ancestors and knowledge holders for keeping the language and culture alive and endeavour to carry it forward for future generations.

Across Canada, there are 12 Indigenous language families including 70 Indigenous languages with numerous dialects amongst them. This language curriculum is for teaching/learning Dakelh. Dakelh is spoken by the Dene tribes of the Northern, Central and Southern Interior of British Columbia. Dakelh means "Travel by boat on Water". Dakelhne are often referred to as "Carrier" in English. This is due to French explorers who translated the name Agelhne, "people who pack", into French "Carrier" or "Carriers". As a result, the term "Carrier" has commonly been used. The term Dakelh is now being reclaimed. Dakelhne are part of the Dene language family historically referred to linguistically as Athabaskan or Athapaskan.

This curriculum is a general framework that can be used to teach Dakelh within the public school system. There are many Dakelh communities that are geographically distant, and the dialects may vary; however, **this curriculum allows for each community to infuse their own dialects, values, resources, and teaching strategies.** We acknowledge that there are other curricula in existence or under development for teaching Dakelh and other Indigenous languages which have influenced the creation of this curriculum.

#### Why

*"Language is life. Our languages are living, and if our languages die, we die spiritually and culturally. Our languages contain our laws, our ceremonies and our ways of life, which you call culture. Our languages contain our identity as First People."*  
- Elder Claudette Commanda

Indigenous languages are integral to Indigenous identity, cultures, laws, values, history, relationships with the land, environment, ourselves, each other, and how we see the world which shapes who we are. It is an important part of developing personal and communal identity and creates a strong sense of self and belonging which leads to individual and communal success.

Due to the impacts of colonial practices and policies intended to extinguish Indigenous languages, cultures, knowledge and history, many Indigenous languages are endangered. There is a shortage of fluent speakers, many of whom are elderly or silent-speakers (people who understand the language but do not speak it) resulting in an urgency to support Dakelh language revitalization as there are few fluent Dakelh speakers; more language and culture is lost with each language speaker who passes.

Education was used in an attempt to destroy Indigenous languages and cultures but can now help revitalize and celebrate Indigenous languages and cultures. It is an inherent right for Indigenous peoples to have access to education that is inclusive of their Indigenous language, cultural practices, and ways of knowing and being. Indigenous Languages are recognized as a protected Aboriginal right under section 35 of the *Constitution Act, 1982*, article 13 of the 2010 United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and call to Action 13 of the Truth and Reconciliation Report.

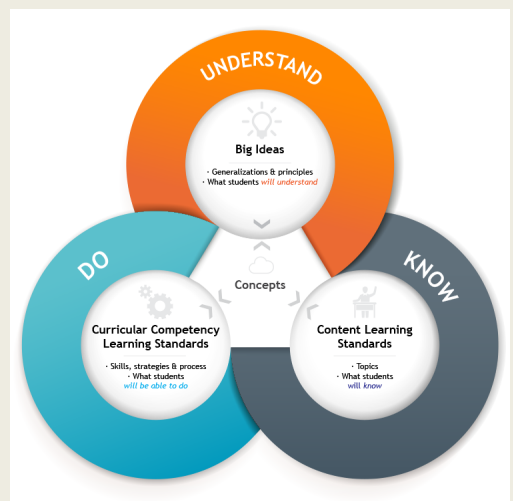
#### How to Use this Curriculum

Following the BC Curriculum framework's key features, this curriculum is aligned with Dakelh ways of knowing as outlined below.

**Big Ideas (Understand):** Big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding. The Big Ideas are organized into three focuses central to Dakelh ways of knowing: **Protocol, Language, and Land & Experiential Learning.**

**Curricular Competencies (Do):** Curricular competencies are the skills, strategies, and processes that students develop over time. They are connected to the core competencies and align with the Dakelh ways of knowing through **Protocol, Language, and Land & Experiential Learning.**

**Content (Know):** The content learning standards detail the essential topics and knowledge at each grade level. The content has been organized according to the **Dakelh seasonal rounds.**



## Acknowledgements

School District 57 (Prince George) and School District 28 (Quesnel) worked with local Dakelh nations (Lheidli T'enneh, Lhoosk'uz Dené Nation, Lhtako Dené Nation, Nazko First Nation and Ulkatcho Nation) to develop a Dakelh Language Curriculum. In 2019/2020 School Districts 28, 57 and 91 held an initial consultation session with community members to explore interest, priorities and process for language revitalization. It was determined that we should move ahead to create a Dakelh Curriculum Development Team from SD28, SD57 and SD91 with representation from Dakelh speaking nations and Dakelh community members. Due to unavoidable circumstances SD91 was unable to continue with the development in 2021 however the newly developed Steering Committee and Working Group carried forward.

We acknowledge the important work put into the creation of this curriculum model by the following people:  
the ancestors of these lands

Dakelh Elders, Knowledge Holders, consultants and participants who attended the consultation meetings and/or participated in the online surveys.

the Steering Committee and Working Groups consisting of:

- SD28 Staff: Clara Clement (Language Teacher, Nazko), Holli Garvin (Carrier Cultural Teacher, ), Arlene Horutko (Language Teacher, Lhtako), Patty Kimpton (Principal - retired), JoAnne Moiese (Shuswap), Ellie Peters (Language Teacher, Lhtako), Doreen Patrick (Elder, Lhtako), Doreen L'Hirondelle (Cree, Métis).
- SD57 Staff: Monica Berra (Principal Curriculum Innovation), Dawn Doran (Nusdeh Yoh Teacher, Ojibwe), Leon Erickson (Nusdeh Yoh Teacher, Nak'azdli), Edie Frederick (Language Teacher, Lheidli), Shelien Hadfield (Resource Teacher), Debbie Kaban (Director Curriculum Innovation), Janet Kozak (Language Teacher, Lheidli), Corinne Madill (VP Curriculum Innovation), Eric Martin (CIDES Teacher), Andrew McFayden (Languages Teacher), Jennifer Pighin (VP Ind. Ed. – Lang & Culture, Wet'suwet'en/French/Italian, Lheidli), Sonya Rock (Nusdeh Yoh VP, Gitxsan), Tennys Scott (Teacher), Wendy Young (Speech & Language Pathologist), Noelle Pepin (Nisga'a).
- Others: Marion Erickson (Nak'azdli), François Prince (Nak'azdli), Leona Prince (SD91 Director of Ind. Ed., Lake Babine/Nak'azdli), Rose Thomas (Nak'azdli), Sabrina Williams (Takla?), Laura Young (Lheidli), Bill Poser (Linguist).
- Ministry of Education Staff: Britt Dunlop, Brad Baker (Sḵwxwú7mesh), Nirmala Lall, Nicole Ryan.

We acknowledge and appreciate the financial support towards the development of this curriculum from the Province of British Columbia Ministry of Education, School District No. 57 - Prince George, and School District No. 28 - Quesnel.

# Dakelh Language – Early Learning - Kindergarten - Gr. 1

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>○ Each culture has traditions and ways of celebrating.</li> <li>○ Listening, viewing and participating with intent helps us acquire knowledge</li> </ul>	<ul style="list-style-type: none"> <li>○ We can explore our identity through a new language.</li> <li>○ <b>Stories</b> help us learn <b>Dakelh</b>.</li> </ul>	<ul style="list-style-type: none"> <li>○ Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance and has <b>voice</b>.</li> </ul>

## Curricular Competencies

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

### Thinking and communicating

#### Language:

- Identify the relationships between Dakelh letter sounds and pronunciation
- Identify key information in slow, clear speech and other **text**.
- Use various **strategies** to support communication
- Seek clarification of meaning
- Participate in simple interactions
- Interpret non-verbal cues to increase comprehension
- Respond to simple commands and instructions

### Personal and social awareness

#### Protocol:

- Identify their clan, house and/or ancestry/nationality
- Engage with storytelling

#### Land & Experiential Learning:

- Consider personal, shared, and others' experiences
- Identify local surroundings/environment
- Respectfully participate in learning on the land

## Content

Students are expected to **know** the following:

### Ongoing

- Local Dakelh Values
- The local Indigenous language is **Dakelh**
- Simple Dakelh Greetings and Introduction
  - e.g Hello, Good Morning Good Afternoon, Goodnight, See you later, My name is..., I am from...
- Simple Instructional Language
  - e.g. come here, sit, stand, walk, jump, stop, listen
- Seasonal Weather, plants & animals (names, identification, harvesting & uses)

### Fall

- Local Nation(s)
- Personal Ancestry/Nation
- Nuclear Family identifiers (Mom, Dad, Brother, Sister)
- Primary Colors (Red, Blue, Yellow)
- Basic Body Parts
  - self possessive (e.g my arm)
  - second person possessive (eg. your arm)

### Winter

- Generic Numbers 1 to 10
- Common local **cultural practices** and basic **protocols**
- Feelings (happy, sad, tired, angry)

### Spring

- Dakelh alphabet, letter patterns, and /lh/ phoneme

### Summer

- **Cultural Celebration** guided by local nation:
  - Practice: Listening, Showing Respect, following Protocols, Kindness and Sharing

# Dakelh Language – Gr. 2 - 4

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Each Indigenous community may have unique stories, songs, dances and <b>dialects</b>.</li> <li>Listening, viewing, speaking and participating with intent helps us acquire new languages and new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>We can communicate our identity through a new language.</li> <li><b>Oral Traditions</b> are integral to <b>Dakelh ways of knowing</b>, understanding and retaining knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance and has <b>voice</b>.</li> </ul>

## Curricular Competencies

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

### Thinking and Communicating

#### Language:

- Pronounce Dakelh letter sounds and words. (1+)
- Identify the importance of common stories, songs and dances.
- Use various **strategies** to communicate personal identity including a basic self-introduction
- Seek clarification of meaning
- Communicate using **Dakelh** during simple interactions
- Interpret and use non-verbal cues to increase comprehension
- Respond to and begin using common questions and instructions alongside gestures.
- Progressively recognize high frequency vocabulary (1-4+) and high Frequency phrases (3/4+)

### Personal and social awareness

#### Protocol:

- Identify their clan, house and/or ancestry/nationality
- Engage with storytelling
- Explore the protocols and roles connected to a **cultural activity**
- Practice protocols while observing the business conducted during a **cultural activity**
- Recall and share details about the business conducted during a **cultural activity**
- Develop an understanding of the importance and role of **Giving & Reciprocity** within Dakelh culture
- Practice **Gifting & Reciprocity** through daily actions and interactions

## Content

Students are expected to **know** the following:

### Ongoing

- Local **Dakelh** Values
- People and animals are part of the land/environment which we have a **reciprocal** relationship
- Respect for and stewardship of the land ensures our health and well-being
- Seasonal Weather, plants & animals (names, identification, harvesting & uses)
- Simple Instructional Language (e.g. come here, sit, stand, walk, jump, stop, listen) and relevant possessive verb **paradigms**
- Days of the week and Months
- Dakelh alphabet, letter patterns and phonemes
  - suggested gr 2 & 3: *ch, sh, and ts*
  - suggested gr 4: *gw, kw, and wh*
- Vowel sounds** (a, e, i, o, oo, u, ai, ao)
- Dakelh **creative works** Songs (ongoing)
- High frequency words/phrases: thank you, here (offering), yes, no, how are you?, Self-introduction (e.g. my name is...) common classroom objects, places in the schools, Can I go..., special dates (e.g. orange shirt day, pink shirt day, Remembrance Day, mother's day etc.), instructional language (e.g. sit, stand, listen etc.).

### Fall

- The local Indigenous language is **Dakelh**
- Personal Ancestry/Nation
- Local nations name and regional Dakelh nation names
- Simple Dakelh **Greetings and Introduction** (e.g. hello, good morning, good afternoon, goodnight, see you later, My name is..., I am from...) and relevant possessive verb paradigms
- Primary Colors (EL-K), additional colours (1+)

<ul style="list-style-type: none"> <li>• Respectfully participate in and gain awareness of various types of <b>Circles</b> by adhering to applicable circle protocols</li> </ul> <p><b>Land &amp; Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Consider personal, shared, and others' experiences</li> <li>• interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions <ul style="list-style-type: none"> <li>○ E.g. Participate in traditional hunting, harvesting, preparing, processing and preserving wild game, fish, edible and medicinal plants etc.</li> </ul> </li> <li>• Respectfully participate in learning on the land</li> <li>• Explore the relationships within the environment</li> <li>• Observe the positive and negative impacts of our presence and use of the environment</li> <li>• Advocate for sustainability through land stewardship</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings (happy, sad, tired, angry)</li> </ul> <p><i>Winter</i></p> <ul style="list-style-type: none"> <li>• Awareness of various Indigenous languages and language families in BC and across the continent.</li> <li>• Number Forms: Generic Numbers 1-100 and <i>awareness</i> that there are Human and Multiplicative numbers</li> <li>• Nuclear Family identifiers (Mom, Dad, Brother, Sister) extended family (cousins, aunties, uncles, grandparents.</li> <li>• Basic Body Parts <ul style="list-style-type: none"> <li>○ unpossessed and possessive paradigms</li> </ul> </li> </ul> <p><i>Spring</i></p> <ul style="list-style-type: none"> <li>• Local protocols during <b>cultural ceremonies</b></li> <li>• Importance of various roles in <b>cultural ceremonies</b></li> </ul> <p><i>Summer</i></p> <ul style="list-style-type: none"> <li>• <b>Cultural Celebration</b> guided by local nation held in a <b>culturally appropriate</b> place <ul style="list-style-type: none"> <li>○ for example Summer Solstice, Salmon Return, <b>Balhats</b></li> </ul> </li> </ul>
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# Dakelh Language – Gr. 5

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Each Indigenous community may have unique stories, songs, dances and <b>dialects</b></li> <li>Some activities have important <b>cultural protocols</b> to follow around who, when, where and how the activities may occur.</li> </ul>	<ul style="list-style-type: none"> <li><b>Oral Traditions</b> are integral to <b>Dakelh</b> ways of knowing, understanding and retaining knowledge</li> <li>Engaging with <b>Stories</b> and <b>Storytelling</b> helps us learn <b>Dakelh</b> and about various <b>Dakelh dialects</b></li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance and has <b>voice</b>.</li> <li><b>Dakelh Knowledge</b> is shared through various annual activities that happen throughout the <b>seasonal rounds</b>.</li> </ul>

## Curricular Competencies

## Content

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

### Thinking and Communicating

#### Language:

- Identify the relationships between **Dakelh** letter sounds and pronunciation
- Comprehend high-frequency vocabulary in slow, clear speech and other **texts**
- Identify key information in slow, clear speech and other **texts**
- Comprehend **stories**
- Use various **strategies** to support communication
- Seek clarification of meaning
- Participate in simple interactions involving everyday situations
- Respond to simple commands and instructions with correct pronunciation
- Exploring development of Simple Sentence Structures

### Personal and social awareness

#### Protocol:

- Observe and/or participate in **cultural activities** through dance, storywork, art, ceremony etc.
- Respectfully engage with local community members

#### Land and Experiential Learning:

Students are expected to **know** the following:

#### Ongoing

- Local Dakelh Values
  - People and animals are part of the land/environment which we have a **reciprocal** relationship
  - There are many ways to show respect for the land which ensures our health and well-being
- There are many Indigenous languages in BC and Indigenous Language families around the world
- Learning language requires attention to sounds, writing systems, participation, practice and exploring context
- Recognize Local **Dakelh Knowledge** and **Ways of Knowing**
- Seasonal Weather, plants, animals (names, identification, harvesting & uses)
  - Recreational Activities
  - Learning from and with the land/animals
  - traditional medicines
- Telling of personal and ancestral stories to learn the hunting, trapping, fishing and harvesting processes, values and names of plants, weather and animals
- Dakelh alphabet, letter patterns, /gh/ and /lh/ phoneme
- Vowel sounds** (a, e, i, o, oo, u)
- an awareness of both Roman Orthographic (western alphabet) and **Syllabic** writing systems
- Number Forms: Generic, Human and Multiplicative Numbers 1-100
- common, high-frequency conversational vocabulary, sentence structures, and expressions, including:
  - Simple questions and descriptions
  - Self-introduction (e.g. my name is...)
  - Common classroom objects, places in the schools
  - Special dates (e.g. orange shirt day, pink shirt day, Remembrance Day, Mother's Day etc.).
- Basic Instructional Language (e.g. come here, sit, stand, walk, jump, stop, listen) and relevant possessive verb **paradigms**
- Dakelh **creative works**
- Dakelh** perspectives connecting language and culture, including **oral histories, creative works, identity, and place**

<ul style="list-style-type: none"> <li>● Consider personal, shared, and others' experiences, perspectives, and worldviews with <b>cultural humility</b></li> <li>● Observe, identify and learn Dakelh names for places, spaces, states of being, entities and objects in our environment and how they interact with each other</li> <li>● interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions <ul style="list-style-type: none"> <li>○ E.g. Participate in traditional hunting, harvesting, preparing, processing and preserving wild game, fish, edible and medicinal plants etc.</li> </ul> </li> <li>● Respectfully participate in learning on the land</li> <li>● Explore the relationships within the environment</li> <li>● Observe the positive and negative impacts of our presence and use of the environment</li> <li>● Advocate for sustainability through land stewardship</li> </ul>	<p><i>Fall</i></p> <ul style="list-style-type: none"> <li>● Self-<b>introduction</b> and introducing another person</li> <li>● Name of their Personal Ancestry/Nation's Language</li> <li>● <b>Dakelh</b> communities of Interior British Columbia</li> <li>● Extended Family identifiers (Cousin, Aunt, Uncle, Grandparents, etc.)</li> <li>● How to communicate and interpret a variety of different types of <b>stories</b> through various <b>texts</b> (eg. personal, factual, historical, traditional/ancestral, fictional and legendary)</li> </ul> <p><i>Winter</i></p> <ul style="list-style-type: none"> <li>● Physical, spiritual and emotional self care practices in various cultures</li> <li>● Communicating physical and emotional Feelings <ul style="list-style-type: none"> <li>○ 1st, 2nd, 3rd person, plural</li> </ul> </li> <li>● Medical Terms <ul style="list-style-type: none"> <li>○ body parts and relevant possessive paradigms</li> <li>○ symptoms and common conditions</li> </ul> </li> </ul> <p><i>Spring</i></p> <ul style="list-style-type: none"> <li>● Common elements of Dakelh <b>cultural</b> gatherings, <b>celebrations</b> and <b>ceremonies</b> (as locally applicable) <ul style="list-style-type: none"> <li>○ purposes and types of gatherings and ceremonies</li> <li>○ Local and regional familial and societal structures</li> <li>○ associated <b>cultural protocols</b></li> </ul> </li> <li>● Importance of various roles in the community</li> </ul> <p><i>Summer</i></p> <ul style="list-style-type: none"> <li>● Local protocols during <b>cultural ceremonies</b></li> <li>● Importance of various roles in <b>cultural ceremonies</b></li> <li>● <b>Cultural Celebration</b> guided by local nation held in a <b>culturally appropriate</b> place: <ul style="list-style-type: none"> <li>○ for example: Summer Solstice, Salmon Return, <b>Balhats</b></li> <li>○ practice: Respect, Protocols, <b>Reciprocity</b>, Dakelh Values</li> </ul> </li> </ul>
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# Dakelh Language – Gr. 6

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Each Indigenous community may have unique stories, songs, dances and <b>dialects</b> which helps us develop <b>cultural awareness</b> and personal identity.</li> <li>Recognize <b>Dakelh</b> perspectives, <b>ways of knowing</b>, and local <b>cultural knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>Engaging with <b>Stories</b> and <b>Storytelling</b> helps us learn Dakelh, various Dakelh dialects and understand the world around us.</li> <li><b>Oral Traditions</b> are integral to <b>Dakelh ways of knowing</b>, understanding and retaining knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance and has <b>voice</b>.</li> </ul>

## Curricular Competencies

## Content

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

### Thinking and communicating

#### Language:

- Identify the relationships between the Dakelh alphabet, letter combinations, syllables and pronunciation
- Comprehend high-frequency words and patterns in slow, clear speech and other **texts**
- Identify key information in slow, clear speech and other simple **texts**
- Comprehend** simple **texts**
- Use various **strategies** to communicate in **Dakelh**
- Seek clarification** of meaning using common statements and questions
- Exchange ideas and information both orally and **visually**
- Observe **visual** forms of communication during ceremonial activities such as dance and storytelling to increase comprehension
- Respond to questions, simple commands, and instructions
- Share information using a variety of **presentation formats**
- Explore identity using various common verbs
- Describe one's self and personal interests

### Personal and Social Awareness

#### Protocol:

- Experience Dakelh perspectives, protocols and worldviews through **cultural activities**
- Listen to First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**

Students are expected to know the following:

#### Ongoing

- Local Dakelh Values
  - Understand the value of women and children in Matrilineal cultures
  - Simple Dakelh words illustrating our connection and reciprocal relationship with the environment
  - The importance of respect for the land which ensures our health and well-being
- Learning language requires listening, viewing, speaking, participating with intent, practice and exploring context
- Seasonal Weather, plants, animals (**names, identification, harvesting & uses**) (ongoing)
  - Recreational Activities
  - Learning from the land/animals
- Common, high-frequency vocabulary, sentence structures, and expressions, including:
  - Questions and descriptions
  - Self-introduction (e.g. my name is...)
  - Common classroom objects, places in the schools
  - Special dates (e.g. Orange Shirt Day, Pink Shirt Day, Remembrance Day, Mother's Day etc.)
  - Types of **questions**
  - Hobbies and topics of interest
  - Common emotions and states of physical health
- Basic Instructional Language (e.g. come here, sit, stand, walk, jump, stop, listen) and relevant possessive verb **paradigms**
- Basic verbs describing objects and a beginning understanding of the various **absolute noun classifications**
- Dakelh alphabet, letter patterns and phonemes
  - suggested gr 3 /ch/sh/ts
  - suggested gr 4 /gw/kw/wh
  - suggested gr 5 /dz/ dz
  - suggested gr 6 /lh/ and /dl/tl
  - suggested gr 7 /gh/ and /kh
  - Vowel sounds** (a, e, i, o, oo, u, ai, ao)



## Land and Experiential Learning:

- Consider personal, shared, and others' experiences, perspectives, and worldviews with **cultural humility**
- Observe, learn and identify Dakelh names for places, spaces, states of being, entities and objects in our environment and how they interact with each other
- Observe and describe in Dakelh what they see, hear, smell and feel within their environment.
- interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions
  - E.g. Participate in traditional hunting, harvesting, preparing, processing and preserving wild game, fish, edible and medicinal plants etc.
  - Interact with their environment without causing damage

- First Peoples perspectives connecting language and culture, including **oral histories, identity, and place**

### *Fall*

- Number Forms: Generic, Human, Multiplicative and Locative Numbers 1-100
- common, high-frequency conversational vocabulary, sentence structures (Stynax), and expressions, including:
  - simple questions and descriptions
  - Self-introduction and introducing another person
  - Physical and spiritual self care practices in various cultures
  - Dakelh **creative works** and ethics of **cultural appropriation** and plagiarism

### *Winter*

- First Peoples perspectives connecting language and culture, including **oral histories, creative works, identity, and place**
- Extended Family identifiers (Cousin, Aunt, Uncle, Grandparents, etc.)
- local **cultural organizations** serving Dakelh communities
- Communicating physical and emotional Feelings
  - and relevant possessive paradigms
- Medical Terms (indefinite, 1st, 2nd, 3rd person, plural)
  - body parts and relevant possessive paradigms
  - symptoms and conditions
  - traditional medicines
- how **biases and stereotypes** impact individuals, families and communities

### *Spring*

- common elements of Dakelh **cultural** gatherings, **celebrations** and **ceremonies** (as locally applicable)
  - purposes and types of gatherings and ceremonies
  - Local and regional familial and societal structures
  - associated protocols
- importance of various roles in the community
- The difference between being **culturally appropriate** and **cultural appropriation**

### *Summer*

- Local protocols during **cultural ceremonies**
- Importance of various roles in **cultural ceremonies**
- **Cultural Celebration** guided by local nation:
  - for example Summer Solstice, Salmon Return, **Balhats**
  - Practice: Respect, Protocols, **Reciprocity**, Dakelh Values
- Storytelling as a way to communicate experience and knowledge

# Dakelh Language – Gr. 7

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>○ Deepening our knowledge of <b>Dakelh</b> communities' unique stories, songs, dances and <b>dialects</b> helps us develop <b>cultural awareness</b> and personal identity.</li> <li>○ Recognize <b>Dakelh</b> perspectives, <b>creative works, ways of knowing</b>, and local <b>cultural knowledge</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Engaging with <b>Stories</b> and <b>Storytelling</b> helps us learn Dakelh, various <b>Dakelh dialects</b> and understand the world around us.</li> <li>○ <b>Oral Traditions</b> are integral to <b>Dakelh ways of knowing</b>, understanding and retaining knowledge</li> </ul>	<ul style="list-style-type: none"> <li>○ Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance and has <b>voice</b>.</li> </ul>

## Curricular Competencies

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

### Thinking and communicating

#### Language:

- Listen, view, speak with intent through reciprocal participation to understand an increasing variety of messages in Dakelh.
- Explore and recognize the relationships between Dakelh **letter patterns**, verb tenses and pronunciation
- Identify the relationships between **common intonation patterns** and meaning
- Use **intonation and tone** to convey meaning
- Comprehend **key information** and supporting details in slow, clear speech and other **texts**
- communicate comprehension of meaning in stories
- Use various **strategies and visual forms of communicating** to enhance our understanding of Dakelh
- **Seek clarification** of meaning using a variety of common statements and questions
- Exchange ideas and information both orally and in writing
- Respond to and ask simple content questions (who, what, when, where), simple commands, and instructions
- explore identity and place using various common verb **paradigms and verb tenses** to describe people, their occupations and their interests
- use short (two to five) word sentences
- use memorized introductions and phrases
- use basic present/past tense
- explore and discuss the term **Silent Speaker**

### Personal and social awareness

## Content

Students are expected to **know** the following:

#### Ongoing:

- Dakelh Values
  - Understand the value of women and children in **Matrilineal** cultures
  - Dakelh words illustrating our connection and reciprocal relationship with the environment
  - The importance of respect for the land which ensures our health and well-being
- Dakelh alphabet, **letter patterns**, and **phonemes**
- common, high-frequency conversational vocabulary, sentence structures (syntax), questions, descriptions and expressions, including:
  - Questions and descriptions
  - Self-introduction
  - common classroom objects, places in the schools
  - special dates (e.g. orange shirt day, pink shirt day, remembrance day, mother's day etc.).
  - types of **questions**
  - hobbies and topics of interest
  - common emotions and states of physical health
  - descriptive sentences
  - **emotions** and states of physical health
  - basic instructions with relevant possessive verb **paradigms**
  - comparisons
- past, present and future tense of common verbs
- basic subject verb agreement rules
- number verb agreement rules
- how to use **Nominalizing Suffixes**
- Dakelh perspectives connecting language and culture, including **oral histories, identity, and place**
- Historical and contemporary Dakelh **creative works**
- ethics of **cultural appropriation** and plagiarism
- how **biases** and **stereotypes** impact individuals, families and communities

<p><b>Protocol:</b></p> <ul style="list-style-type: none"> <li>• Experience Dakelh perspectives, protocols and worldviews through <b>cultural activities</b></li> <li>• Listen to First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local <b>cultural knowledge</b></li> </ul> <p><b>Land and Experiential Learning:</b></p> <ul style="list-style-type: none"> <li>• Examine personal, shared, and others’ experiences, perspectives, and worldviews with <b>cultural humility</b></li> <li>• Identify, <b>share, and compare</b> linguistic and cultural information about Dakelh communities</li> <li>• interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions</li> <li>• Explore our reciprocal relationship with the land</li> <li>• Examine how what we do to the land impacts current and future generations</li> <li>• Set Personal Goals</li> </ul>	<ul style="list-style-type: none"> <li>• common elements of stories</li> <li>• what a <b>silent speaker</b> is and why they may not speak the language</li> <li>• <b>Mid Beginner level</b> of proficiency</li> </ul> <p><i>Fall</i></p> <ul style="list-style-type: none"> <li>• Number Forms: Generic, Human, Multiplicative and Locative 1-100</li> <li>• Self-introduction and introducing another person</li> <li>• Dakelh phrases describing physical and spiritual self care practices</li> </ul> <p><i>Winter</i></p> <ul style="list-style-type: none"> <li>• Extended Family identifiers including: <ul style="list-style-type: none"> <li>○ <b>cultural knowledge</b> of family relations and variations between matrilineal, patrilineal, relatives by marriage, step and half relatives</li> </ul> </li> <li>• local <b>cultural organizations</b> serving Dakelh communities</li> </ul> <p><i>Spring</i></p> <ul style="list-style-type: none"> <li>• Communicating physical and emotional Feelings <ul style="list-style-type: none"> <li>○ indefinite, 1st, 2nd, 3rd person, plural</li> </ul> </li> <li>• Medical Terms (indefinite, 1st, 2nd, 3rd person, plural) <ul style="list-style-type: none"> <li>○ body parts</li> <li>○ symptoms and conditions</li> <li>○ traditional medicines</li> </ul> </li> </ul> <p><i>Summer</i></p> <ul style="list-style-type: none"> <li>• <b>Cultural Celebration</b> guided by local nation for example Summer Solstice, Salmon Return, <b>Balhats</b>, Grade 7 Graduation</li> <li>• language around emotional resilience in times of transition</li> <li>• language needed to compose a short story communicating their learning journey</li> </ul>
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# Dakelh Language – Gr. 8

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Recognize <b>Dakelh</b> perspectives, <b>creative works, ways of knowing,</b> and local <b>cultural knowledge</b> are an expression of language and culture</li> </ul>	<ul style="list-style-type: none"> <li>Listening, viewing, exploring context, practicing and speaking with intent through reciprocal participation supports our understanding and acquisition of Dakelh</li> <li>Expressing ourselves through various <b>forms of communicating</b> enhances our understanding of Dakelh and the diversity in the world around us.</li> <li>Learning Dakelh communities' unique stories, songs, dances, <b>dialects</b> and geographies deepens understanding of languages and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance and has <b>voice</b>.</li> <li>Dakelh <b>creative works</b> are an <b>expression of language and culture</b></li> <li>Dakelh <b>creative works</b> help us understand the importance of respect for the land which ensures our health and well-being</li> </ul>

## Curricular Competencies

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

### Thinking and communicating

#### Language:

- use various common verb **paradigms** and **verb tenses** to describe people, their occupations and their interests.
- Recognize the relationships between Dakelh **letter patterns and pronunciation**
- Use **intonation and tone** to convey meaning
- Create and understand **comparative constructions** to participate more actively in **reciprocal** interactions
- Communicate comprehension of key information and supporting details in speech and other **texts**
- Seek clarification and verify meaning
- Narrate** stories, both orally and in writing
- Use various **strategies** to increase understanding and produce oral and written language
- Exchange ideas and information, both orally and in writing
- Follow instructions to complete a task and respond to questions
- Share information using the **presentation format** best suited to their own and others' diverse abilities
- participate in short routine conversations about familiar topics
- express opinions on topics
- communicate basic needs
- communicate about topics in the past and present
- explore and discuss the term **Silent Speaker**

## Content

Students are expected to **know** the following:

### Ongoing

- Dakelh values
  - Understand the value of women and children in **Dakelh** communities
- Dakelh alphabet, **letter patterns,** and **phonemes**
- common, high-frequency conversational vocabulary, sentence structures (syntax), questions, descriptions and expressions, including:
  - self-introduction
  - questions and descriptions
  - types of questions
  - time and frequency
  - descriptive sentences of people, objects, locations and personal interests
  - common classroom objects and places in the schools
  - special dates (e.g. orange shirt day etc.)
  - hobbies and topics of interest
  - common emotions and states of physical health
  - descriptive sentences
  - basic instructions with relevant possessive verb **paradigms**
  - comparisons
  - opinions about familiar topics
- past, present, and future **time frames**
- basic subject verb agreement rules
- number verb agreement rules
- how to use **Nominalizing Suffixes**
- Dakelh perspectives connecting language and culture, including **oral histories, identity, and place**
- Dakelh **creative works**

## Personal and social awareness

### Protocol:

- Examine personal, shared, and others' experiences, perspectives, and worldviews with **cultural humility**
- Listen to First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**
- **Engage in experiences** with Dakelh communities and people
- Describe similarities and differences between their own cultural protocols, practices and traditions and those of Dakelh communities

### Land & Experiential Learning:

- interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions
- Explore the connection between local Dakelh place names and their origins with a focus on understanding our relationship with the land
- Examine how environmental impacts of what we do affects current and future generations
- Use Dakelh to explore **cultural knowledge** around the connection and reciprocal relationship with the environment.
- Experience and produce **creative works** and **texts** as an **expression of language and culture** to explore and communicate the importance of respect for the land which ensures our health and well-being
- Set Personal Goals

- ethics of **cultural appropriation** and plagiarism
- how **biases** and **stereotypes** impact individuals, families and communities
- common elements of stories
- what a **silent speaker** is and why they may not speak the language
- **Mid Beginner to High Beginner [level proficiency](#)**

### Fall

- Number Forms: Generic, Human, Multiplicative, Locative and Abstract Numbers 1-100
- Self-introduction and introducing another person
- Dakelh phrases describing Dakelh phrases describing holistic self-care practices
- Dakelh language and concepts around healthy relationships, pregnancy and birth

### Winter

- Extended Family identifiers including:
  - cultural understandings of family relations and
  - variations between matrilineal, patrilineal, relatives by marriage, step and half relatives
- local **cultural organizations** serving Dakelh communities

### Spring

- Communicating physical and emotional feelings
  - indefinite, 1st, 2nd, 3rd person, plural
- Medical Terms (indefinite, 1st, 2nd, 3rd person, plural)
  - body parts
  - symptoms and conditions
  - treatment
  - traditional medicines (harvesting & processing)

### Summer

- **Cultural Celebration** guided by local nation for example Summer Solstice, Salmon Return, **Balhats**
- language around emotional resilience in times of transition
- language needed to compose a short story communicating their learning journey

# Dakelh Language – Gr. 9

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Recognizing <b>Dakelh perspectives, creative works, ways of knowing, and local cultural knowledge</b> allows us to appreciate our identity and <b>cultural diversity</b> from a new perspective</li> <li>Understand Indigenous systems of governance in <b>Dakelh</b> communities and their importance</li> </ul>	<ul style="list-style-type: none"> <li>Listening, viewing, exploring context, practicing and speaking with intent through reciprocal participation supports our understanding and acquisition of Dakelh</li> <li>Learning Dakelh communities' unique stories, songs, dances, <b>dialects</b> and geographies deepens understanding of language and culture(s)</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance, has <b>voice</b> and ensures our health and well-being</li> <li>Sharing experiences and perspectives through <b>Oral Traditions</b> in Dakelh can motivate us to learn and engage in conversation</li> </ul>

## Curricular Competencies

Students are expected to be able to do the following:

### Thinking and communicating

#### Language:

- participate in routine social conversations in Dakelh about topics such as weather or food
- communicate simple information with peers in Dakelh
- use connective words (but, then, and, because, with)
- speak with some hesitation and pauses
- use various common verb **paradigms** and verb **tenses** to describe people, their occupations and their interests.
- Identify the relationships between Dakelh **letter patterns and pronunciation**
- Use **intonation and tone** to convey meaning
- Create and understand comparative constructions
- Communicate comprehension of key information, supporting details and meaning in speech and other **texts**
- Seek clarification and verify meaning
- Follow instructions to complete a task and respond to questions
- Engage in conversation about familiar topics
- Narrate** stories, both orally and in writing
- Use various **strategies** to increase understanding and produce oral and written language
- Exchange ideas and information, both orally and in writing
- explore and discuss the term **Silent Speaker**

### Personal and social awareness

## Content

Students are expected to know the following:

### Ongoing

- Dakelh alphabet, letter patterns, and phonemes
- common, high-frequency conversational vocabulary, sentence structures (syntax), questions, descriptions and expressions, including:
  - self-introduction
  - questions and descriptions
  - types of **questions**
  - past, present, and future **time frames**
  - time and frequency
  - descriptive** sentences of people, objects, locations and personal interests
  - common classroom objects and places in the schools
  - special dates (e.g. orange shirt day etc.)
  - hobbies and topics of interest
  - common **emotions** and states of physical health
  - instructions with relevant possessive verb **paradigms**
  - comparisons
  - opinions** about familiar topics
  - personal interests, needs, and opinions
  - likes and dislikes
- sequence of events
- basic subject verb agreement rules
- number verb agreement rules
- how to use **Nominalizing Suffixes**
- Dakelh perspectives connecting language and culture, including **oral histories, identity, and place**
- Dakelh **creative works**
- cultural practices** in various Dakelh communities
- ethics of **cultural appropriation** and plagiarism

**Protocol:**

- Examine personal, shared, and others' experiences, perspectives, and worldviews with **cultural humility**
- **Engage in experiences** with Dakelh communities and people with intentional focus on **cultural protocols**
- Identify First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**
- Describe similarities and differences between their own **cultural protocols**, practices and traditions and those of Dakelh communities
- compare the **importance of oral traditions** in personal, family and community identity

**Land & Experiential Learning:**

- Explore how local Dakelh place names and origins with a focus on understanding our connection with the land
- Use Dakelh to explore cultural connection and reciprocal relationship with the environment
- Experience and participate in land-based activities to understand the importance of respect for the land which ensures our health and well-being
- interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions
- Examine how environmental impacts of what we do affects current and future generations
- Engage with and produce **creative works** and **texts** as an **expression of language and culture** to explore and communicate the importance of respect for **cultural diversity** and the land which ensures our health and well-being
- Set Personal Goals

- how **biases** and **stereotypes** impact individuals, families and communities
- elements of various types of **text**
- what a **silent speaker** is and why they may not speak the language
- **Low Intermediate [level](#)** of language proficiency.

*Fall*

- Number Forms: Generic, Human, Multiplicative, Locative and Abstract Numbers 1-100
- Self-introduction and introducing another person
- Dakelh phrases describing holistic self-care practices
- Dakelh language and concepts around healthy relationships, pregnancy and birth

*Winter*

- Extended Family identifiers including:
  - **cultural understandings** of family relations and variations between matrilineal, patrilineal, relatives by marriage, step and half relatives
- Local **cultural organizations** serving Dakelh communities

*Spring*

- Communicating physical and emotional feelings
  - indefinite, 1st, 2nd, 3rd person, plural
- Medical Terms (indefinite, 1st, 2nd, 3rd person, plural)
  - body parts
  - symptoms and conditions
  - treatment
  - traditional medicines (harvesting & processing)

*Summer*

- **Cultural Celebration** guided by local nation for example Summer Solstice, Salmon Return, **Balhats**
- Language around emotional resilience in times of transition
- Language needed to compose a short story communicating their learning journey



# Dakelh Language – Gr. 10

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Recognize that Dakelh <b>perspectives, Creative Works, ways of knowing,</b> and local <b>cultural knowledge</b> can take many different forms and allows us to explore our identity and culture from a new perspective.</li> <li>Understand the role and importance of Indigenous systems of governance and mentorships.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ourselves and engaging in conversation in Dakelh requires courage, risk taking, and perseverance, and helps us understand and acquire Dakelh.</li> <li>Learning Dakelh communities' unique stories, songs, dances, dialects and geographies deepens understanding of language, culture(s) and the origin of the words.</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance, has <b>voice</b> and ensures our health and well-being.</li> </ul>

## Curricular Competencies

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

### Thinking and communicating

#### Language:

- Recognize the relationships between Dakelh **letter patterns and pronunciation**
- Use **intonation and tone** to convey meaning
- Create and understand **comparative constructions**
- Comprehend key information, supporting details and meaning in speech and other **texts**
- Seek clarification and verify meaning
- Follow instructions to complete a task and respond to questions
- Engage in conversation about familiar topics
- Narrate** stories, both orally and in writing
- Recognize the **importance of story** in personal, family, and community identity
- Use various **strategies** to increase understanding and produce oral and written language
- Derive meaning from speech and a variety of other **texts**
- Derive meaning and viewpoints in **stories**
- Recognize how choice of words affects meaning
- Develop an understanding of writing sentences
- Construct sentences
- Exchange ideas and information, both orally and in writing
- communicate in Dakelh comfortably daily with staff and peers
- communicate about the present, past and future in Dakelh
- speak with little hesitation and pauses
- use various common verb **paradigms and verb tenses** to describe people, their occupations and their interests.
- explore and discuss the term **Silent Speaker**

## Content

Students are expected to **know** the following:

### Ongoing

- Dakelh alphabet, **letter patterns,** and **phonemes**
- common vocabulary, sentence structures, grammar and expressions, including:
  - self-introduction
  - questions and descriptions
  - types of questions
  - basic subject verb agreement rules
  - number verb agreement rules
  - how to use **Nominalizing Suffixes**
  - activities and situations
  - time and frequency
  - past, present, and future **time frames**
  - sequence of events**
  - descriptive sentences of people, objects, locations and personal interests
  - common classroom objects and places in the schools
  - special dates (e.g. orange shirt day etc.)
  - hobbies and topics of interest
  - common emotions and states of physical health
  - instructions with relevant possessive verb **paradigms**
  - comparisons and contrasts
  - opinions about familiar topics
  - personal interests, needs, and opinions
  - likes and dislikes
- idiomatic expressions from Dakelh communities
- elements of various types of **text**
- common elements of stories



## Personal and social awareness

### Protocol:

- Explore the importance of **protocols** and story in personal, family, and community identity
- Analyze personal, shared, and others' experiences, perspectives, and worldviews with **cultural humility**
- **Engage in experiences** with Dakelh communities and people with intentional focus on **cultural protocols**
- Identify First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**
- Describe similarities and differences between their own **cultural protocols**, practices and traditions and those of Dakelh communities
- compare the **importance of oral traditions** in personal, family and community identity

### Land and Experiential Learning:

- Demonstrate understanding of First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**
- **Engage in experiences** with Dakelh communities and people
- Research Dakelh culture to form an understanding of the past, present and future.
- Explore and critically reflect on the origin of Dakelh words with a focus on understanding our connection with the land
- Use Dakelh to explore cultural connection and reciprocal relationship with the environment.
- Experience and participate in land-based activities to understand the importance of respect for the land which ensures our health and well-being
- Examine how environmental impacts of what we do affects current and future generations
- interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions
- Engage with and produce **creative works** and **texts** as an **expression of language and culture** to explore and communicate the importance of respect for **cultural diversity** and the land which ensures our health and well-being
- Set Personal Goals

- First Peoples perspectives connecting language and culture, including **oral histories**, **identity**, and **place**
- **cultural practices** in various Dakelh communities
- Dakelh **creative works**
- contributions of **Dakelh Canadians** to society
- ethics of **cultural appropriation** and plagiarism
- how **biases** and **stereotypes** impact individuals, families and communities
- what a **silent speaker** is and why they may not speak the language
- **mid-intermediate** [level](#) of language proficiency

### Fall

- Number Forms: Generic, Human, Multiplicative, Locative and Abstract Numbers 1-1000
- Self-introduction and introducing another person
- Dakelh phrases describing holistic self-care practices
- Dakelh language and concepts around healthy relationships, pregnancy and birth

### Winter

- Extended Family identifiers including:
  - **cultural understandings** of family relations and
  - variations between matrilineal, patrilineal, relatives by marriage, step and half relatives
- local **cultural organizations** serving Dakelh communities

### Spring

- Communicating physical and emotional feelings
  - indefinite, 1st, 2nd, 3rd person, plural
- Medical Terms (indefinite, 1st, 2nd, 3rd person, plural)
  - body parts
  - symptoms and conditions
  - treatment
  - traditional medicines (harvesting & processing)

### Summer

- **Cultural Celebration** guided by local nation for example Summer Solstice, Salmon Return, **Balhats**
- language around emotional resilience in times of transition
- language needed to compose a short story communicating their learning journey

# Dakelh Language – Gr. 11

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Recognizing <b>Dakelh perspectives, Creative Works, ways of knowing,</b> and local <b>cultural knowledge</b> can take many different forms and allows us to explore and develop our identity and culture from a new perspective.</li> <li>Understand diverse aspects of local Indigenous systems of governance and mentorship.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ourselves and engaging in conversation in Dakelh requires courage, risk taking, and perseverance, and helps us understand and acquire Dakelh.</li> <li>Learning Dakelh communities' unique stories, songs, dances, <b>dialects</b> and geographies deepens understanding of language, culture(s) and critically reflect on the origin of the word and the way in which they change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance, has <b>voice</b> and ensures our health and well-being</li> <li>Developing proficiency in Dakelh provides unique opportunities for careers, travel, personal growth, and study abroad.</li> </ul>

## Curricular Competencies

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

### Thinking and communicating

#### Language:

- Derive meaning in speech and a variety of other **texts** and contexts
- Analyze cultural points of view in **texts**
- Exchange ideas and information
- Narrate stories
- Use various **strategies** to increase understanding and produce oral and written language
- Recognize how **choice of words** affects meaning
- Express themselves with increasing fluency
- Engage in conversation about familiar topics
- Demonstrate degrees of formality in speech and writing to reflect different **purposes**
- Respond personally to a variety of **texts**
- confidently participate in daily conversations
- provide descriptions and opinions on most topics
- explore and discuss the term **Silent Speaker**

### Personal and Social Awareness

#### Protocol:

- Explore the protocols and importance of story in personal, family, and community identity
- Analyze personal, shared, and others' experiences, perspectives, and worldviews with **cultural humility**
- Recognize First Peoples perspectives and knowledge, other **ways of knowing,** and local **cultural knowledge**

## Content

Students are expected to **know** the following:

### Ongoing

- Dakelh alphabet, **letter patterns,** and phonemes
- increasingly complex vocabulary, sentence structures, grammar and expressions, including:
  - instructions with relevant possessive verb **paradigms**
  - types of questions
  - basic subject verb agreement rules
  - number verb agreement rules
  - how to use **Nominalizing Suffixes**
  - activities and situations
  - past, present, and future time frames
  - sequence of events**
  - descriptive sentences of people, objects, locations and personal interests
  - common emotions and states of physical health
  - comparisons and contrasts
  - personal interests, needs, and opinions
  - degrees of likes and dislikes
  - explanation and justification of opinions
  - points of view
  - language **etiquette,** register, and formality
  - idiomatic expressions** from Dakelh communities
  - self-introduction
  - questions and descriptions
  - types of questions
  - basic subject verb agreement rules
  - number verb agreement rules
  - how to use **Nominalizing Suffixes**
  - activities and situations
  - time and frequency
  - past, present, and future **time frames**

## Land & Experiential Learning:

- Demonstrate understanding of First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**
- **Engage in experiences** with Dakelh communities and people
- Research Dakelh culture to form an understanding of the past, present and future.
- Investigate regional and ethnic diversity of Dakelh language and culture
- Explore how local Dakelh place names and their origins with a focus on understanding our connection with the land
- Use Dakelh to explore cultural connection and reciprocal relationship with the environment.
- Experience and participate in land-based activities to understand the importance of respect for the land which ensures our health and well-being
- Examine how environmental impacts of what we do affects current and future generations
- interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions
- Engage with and produce **creative works** and **texts** as an **expression of language and culture** to explore and communicate the importance of respect for **cultural diversity** and the land which ensures our health and well-being
- Identify and explore educational and personal/professional opportunities requiring proficiency in Dakelh
- Explore opportunities to continue language acquisition beyond graduation
- Set Personal Goals

- **sequence of events**
- descriptive sentences of people, objects, locations and personal interests
- common classroom objects and places in the schools
- special dates (e.g. orange shirt day etc.)
- hobbies and topics of interest
- common emotions and states of physical health
- instructions with relevant possessive verb **paradigms**
- comparisons and contrasts
- opinions about familiar topics
- personal interests, needs, and opinions
- likes and dislikes

- features of major Dakelh regional dialects
- elements of various types of **text**
- common elements of stories
- First Peoples perspectives connecting language and culture, including **oral histories, identity, and place**
- **cultural practices** in various Dakelh communities
- Dakelh **creative works** and contributions **to** society
- ethics of **cultural appropriation** and plagiarism
- how **biases** and **stereotypes** impact individuals, families and communities
- what a **silent speaker** is and why they may not speak the language
- **High-intermediate [level](#)** of language proficiency

### *Fall*

- Number Forms: Generic, Human, Multiplicative, Locative and Abstract Numbers 1-1000
- Self-introduction and introducing another person
- Dakelh phrases describing holistic self-care practices
- Dakelh language and concepts around healthy relationships, pregnancy and birth

### *Winter*

- Extended Family identifiers including:
  - **cultural understandings** of family relations and
  - variations between matrilineal, patrilineal, relatives by marriage, step and half relatives
- local **cultural organizations** serving Dakelh communities

### *Spring*

- Communicating physical and emotional feelings
  - indefinite, 1st, 2nd, 3rd person, plural
- Medical Terms (indefinite, 1st, 2nd, 3rd person, plural)
  - body parts
  - symptoms, conditions and states of being
  - treatment
  - traditional medicines (harvesting & processing)

### *Summer*

- **Cultural Celebration** guided by local nation for example Summer Solstice, Salmon Return, **Balhats**
- language around emotional resilience in times of transition
- language needed to compose a short story communicating their learning journey



# Dakelh Language – Introductory Gr. 11

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Recognize that <b>Dakelh perspectives, creative works, ways of knowing, and local cultural knowledge</b> are an <b>expression of language and culture</b> allowing us to experience and appreciate <b>cultural diversity</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ourselves in a new language requires courage, risk taking, and perseverance and helps us understand and acquisition of <b>Dakelh</b></li> <li>Learning Dakelh communities' unique stories, songs, dances, <b>dialects</b> and geographies deepens understanding of languages and cultures and provides a unique opportunity to access and interact with diverse communities.</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance and has <b>voice</b>.</li> <li>Dakelh <b>creative works</b> are an <b>expression of language and culture</b></li> <li>Dakelh <b>creative works</b> help us understand the importance of respect for the land which ensures our health and well-being.</li> </ul>

## Curricular Competencies

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

### Thinking and communicating

#### Language:

- Recognize the relationships between Dakelh **letter patterns and pronunciation**
- Follow instructions to complete a task and respond to questions
- Engage in conversations about familiar topics
- interpret and utilize short (two to five) word sentences
- ask and answer simple content questions (who, what, when, where),
- respond to and demonstrate common introductions and phrases
- use basic present/past tense.
- Seek clarification and verify meaning
- Use various **strategies** to increase understanding
- Exchange ideas and information, both orally and in writing
- Derive meaning from speech and a variety of other **texts**
- Comprehend and **narrate** short stories, both orally and in writing
- explore and discuss the term **Silent Speaker**

### Personal and social awareness

#### Protocol:

- Explore the importance of **protocols** and story in personal, family, and community identity

## Content

Students are expected to **know** the following:

#### Ongoing:

- Dakelh phonemes
- Dakelh **letter patterns** and alphabet
- Common, high-frequency vocabulary, sentence structures, and expressions, including:
  - basic instructions with relevant possessive verb **paradigms**
  - types of **questions**
  - descriptions** of people, objects and places
  - common emotions and states of physical health needs, interests, preferences and **opinions**
- First Peoples perspectives connecting language and culture, including **oral histories, identity, and place**
- Traditions and **cultural practices** in various Dakelh communities
- Dakelh **creative works**
- Ethics of **cultural appropriation** and plagiarism
- common elements of stories
- What a **silent speaker** is and why they may not speak the language
- Mid Beginner level** of language proficiency.

#### Fall

- Number Forms: Generic, Human, Multiplicative, 1-100
- Greetings, Self-introduction and introducing another person or people

#### Winter

- **Engage in experiences** with Dakelh communities and people with intentional focus on **cultural protocols**
- Identify First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge
- Describe similarities and differences between their own cultural protocols, practices and traditions and those of Dakelh communities
- compare the **importance of oral traditions** in personal, family and community identity

#### **Land & Experiential Learning:**

- **Engage in experiences** with Dakelh people and communities
- Demonstrate understanding of First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge
- Explore how local Dakelh place names and their origins with a focus on understanding our connection with the land
- Use Dakelh to explore cultural connection and reciprocal relationship with the environment.
- Experience and participate in land-based activities to understand the importance of respect for the land which ensures our health and well-being
- Examine how environmental impacts of what we do affects current and future generations
- interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions
- Engage with and produce **creative works** and **texts** as an **expression of language and culture** to explore and communicate the importance of respect for cultural diversity and the land which ensures our health and well-being
- Set Personal Goals

- Extended Family identifiers including:
  - **cultural understandings** of family relations and variations between matrilineal, patrilineal, relatives by marriage, step and half relatives
- Local **cultural organizations** serving Dakelh communities

#### *Spring*

- Communicating physical and emotional feelings
  - indefinite, 1st, 2nd, 3rd person, plural
- Medical Terms (indefinite, 1st, 2nd, 3rd person, plural)
  - body parts
  - symptoms and conditions
  - traditional medicines (harvesting & processing) and associated verbs

#### *Summer*

- **Cultural Celebration** guided by local nation for example Summer Solstice, Salmon Return, **Balhats**
- Language around emotional resilience in times of transition

# Dakelh Language – Gr. 12

## Big Ideas

Protocols	Language	Land & Experiential Learning
<ul style="list-style-type: none"> <li>Recognizing <b>Dakelh perspectives, Creative Works, ways of knowing,</b> and local <b>cultural knowledge</b> is a lifelong learning process that can take many different forms and allows us to explore and develop our identity and culture from a new perspective.</li> <li>Understand Indigenous systems of governance and mentorship in <b>Dakelh</b> communities</li> </ul>	<ul style="list-style-type: none"> <li>Expressing ourselves and engaging in conversation in <b>Dakelh</b> requires courage, risk taking, and perseverance, and helps us understand and acquire <b>Dakelh</b></li> <li>Learning <b>Dakelh</b> communities' unique stories, songs, dances, <b>dialects</b> and geographies deepens understanding of language, culture(s) and critically reflect on the origin of the word and the way in which they change over time.</li> </ul>	<ul style="list-style-type: none"> <li>Everything in our environment is connected, has a <b>Dakelh</b> name describing that connection, is of importance, has <b>voice</b> and ensures our health and well-being</li> <li>Developing proficiency in <b>Dakelh</b> promotes greater understanding and appreciation of cultures worldwide and provides unique opportunities for careers, travel, personal growth, and study abroad.</li> </ul>

## Curricular Competencies

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

### Thinking and communicating

#### Language:

- Derive meaning and perspectives in speech and a wide variety of contexts
- Locate, explore and interpret a variety of authentic **texts** in Dakelh
- Recognize different **purposes**, degrees of formality, and cultural perspectives in a variety of **texts**
- Narrate** stories, both orally and in writing
- Use various **strategies** to increase understanding and produce oral and written language
- Recognize how **choice of words** affects meaning
- Exchange ideas and information, both orally and in writing
- Express themselves effectively, with fluency and accuracy, both orally and in writing
- Engage in meaningful conversations about a variety of topics of interest
- Respond personally to a variety of **texts**
- Share information using the **presentation format** best suited to their own and others' diverse abilities
- explore and discuss the term **Silent Speaker**

### Personal and social awareness

#### Protocol:

- Analyze personal, shared, and others' experiences, perspectives, and worldviews with **cultural humility**

## Content

Students are expected to **know** the following:

### Ongoing

- Dakelh alphabet, **letter patterns**, and **phonemes**
- increasingly complex vocabulary, sentence structures, grammar and expressions, including:
  - instructions with relevant possessive verb **paradigms**
  - questions** and opinions
  - basic subject verb agreement rules
  - number verb agreement rules
  - how to use **Nominalizing Suffixes**
  - activities and situations
  - past, present, and future **time frames** (including multiple forms, where applicable)
  - sequence of events in stories
  - descriptive** sentences of people, objects, locations and personal interests
  - common **emotions** and states of physical health
  - comparisons and contrasts
  - personal interests, needs, and opinions
  - degrees of likes and dislikes
  - explanation and justification of needs and opinions
  - points of view
  - language **etiquette**, register, and formality
  - idiomatic expressions from Dakelh communities
- features of major Dakelh regional dialects
- elements of various types of **text**
- common elements of stories
- First Peoples perspectives connecting language and culture, including **oral histories, identity, and place**
- cultural practices** in various Dakelh communities

- Recognize First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**
- Explore the **importance of protocol and story** in personal, family, and community identity

### Land & Experiential Learning:

- Demonstrate understanding of First Peoples perspectives and knowledge, other **ways of knowing**, and local **cultural knowledge**
- **Engage in experiences** with Dakelh communities and people
- Explore how local Dakelh place names and their origins with a focus on understanding our connection with the land
- Use Dakelh to explore cultural connection and reciprocal relationship with the environment.
- Experience and participate in land-based activities to understand the importance of respect for the land which ensures our health and well-being
- Examine how environmental impacts of what we do affects current and future generations
- interact with the environment to practice Dakelh terms for landforms, plants, animals, place names, verbs and common expressions
- Engage with and produce **creative works** and **texts** as an **expression of language and culture** to explore and communicate the importance of respect for **cultural diversity** and the land which ensures our health and well-being
- Analyze and compare elements of **creative works** from diverse Dakelh communities
- Identify and explore personal, educational and professional opportunities with the **use of proficiency** in Dakelh
- Recognize the regional and ethnic diversity of Dakelh language and culture
- Identify and explore opportunities to continue language acquisition beyond graduation
- Explore opportunities to continue language acquisition beyond graduation
- Set Personal Goals

- Dakelh **creative works** and contributions **to society**
- ethics of **cultural appropriation** and plagiarism
- how **biases** and **stereotypes** impact individuals, families and communities
- what a **silent speaker** is and a variety of reasons why they may not speak the language
- **High-intermediate level** of language proficiency

### Fall

- Number Forms: Generic, Human, Multiplicative, Locative and Abstract Numbers 1-1000
- Self-introduction and introducing another person
- Dakelh phrases describing holistic self-care practices
- Dakelh language and concepts around healthy relationships, pregnancy and birth

### Winter

- Extended Family identifiers including:
  - **cultural understandings** of family relations and variations between matrilineal, patrilineal, relatives by marriage, step and half relatives
- Local resources and **cultural organizations** serving Dakelh communities

### Spring

- Communicating physical and emotional feelings
  - indefinite, 1st, 2nd, 3rd person, plural
- Medical Terms (indefinite, 1st, 2nd, 3rd person, plural)
  - body parts
  - symptoms, conditions and states of being
  - treatment
  - traditional medicines (harvesting & processing)

### Summer

- **Cultural Celebration** guided by local nation for example Summer Solstice, Salmon Return, **Balhats**
- Language around emotional resilience in times of transition
- Language needed to compose a short story communicating their learning journey