**Year Plan Aboriginal Language and Culture Activities Lutsel K’e Dene School 2012-2013**

**Overall Course Objective: Lutsel K’e School is working to integrate fully the aboriginal language and culture of the DENE community with the curriculum of the school to ensure that students are successful academically and also develop into mature, thoughtful and confident individuals who show honour and respect to their elders, traditions and language; and understand how they can contribute to the healthy growth of their families and community. The four themes – Land, Self, People, Spiritual World found in the Dene Kede documents are used as a framework for planning.**

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| **Time Frame** | **Themes & Units** | **Sample Activities** | **Materials & Resources** | **Assessment & Evaluation** |
| **September** | **Unit 1 – FALL HARVEST**   * Harvesting berries * Fall Hunt * Preparing and preserving foods traditionally * The Caribou and Moose – habitat, diet, anatomy, systems, migration patterns, herds * Cleaning, preparing, preserving and storing, the meat * Preparing fish nets, dry and smoked fish | Vocabulary of berry picking  Medicinal plants  Read a short story about berry picking or making jam – main ideas, PPP, 5Ws for comprehension  Create a book on berry picking with pictures, how to make cranberry jam – English and Dene  View a Video – traditional foods  Northern News – activities in other communities  Anatomy, diet, migration of animals – activities, maps, diagrams  Traditional stories around berries, fish, caribou & moose | Dene Kede K-6  Video – traditional foods  Video – habitat of the caribou  Various handouts to guide students’ response  “Wildlife – migration patterns of caribou, habitat, food etc  Maps of caribou herd migration  News Articles from New North  Elders – stories, old videos  Internet research on caribou herds | Video Handout Worksheet  Point form notes – Science text  Create booklet  Work habits and effort  Performance –demonstrate skills  Language rubric on oral speaking skills |
| **October** | **Unit 2 – Fall Animals and Stories**   * Rabbits, fox, wolf, moose * Writing Process: Writing a Legend * Using descriptive Language * Writing for a Specific Purpose – audience, point of view * Prayer Songs and drumming | Reading Rabbit Stories/Legends aloud in class  Learn language around rabbits, snaring and preparing rabbit food and fur  Students worksheet – identify themes and message of legend that they read  Writing Process: steps of the process  Writing a good story – how to snare a rabbit, Rabbit legends  Descriptive language –using adjectives, synonyms  -Write Legend – illustrate with pictures, type up on computer, editing skills  Acrostic poems on rabbits  Preparing the moose hide | Reading Legends: what is a legend?  Spoken language activities around trapping, animals, tracks  Create a booklet on activities  Elders, trappers tell stories  Computer, art supplies | Spoken language rubric  Writing process checklist  Legend with title page complete – rubric template  Legend activities – themes, ideas, teachings?  Individual work habits, effort  Unit test |
| **November** | **Unit 3 – Caribou Hunt/Trapping**   * Caribou hunt * Trapping – types, safety, regulations * Animals – marten, weasel, rabbit, wolverine, fox * Biology of the animals, anatomy, habitat, houses, diet * Identifying tracks, good trapping areas * Traditional clothing * Fact & Opinion – writing an opinion piece- persuasion and evidence * Making Fire – Stories about the origin of fire | Reading Short Stories & Legends about these animals and traditional uses  Trap line activity  Preparing the caribou hide  Skinning animals, Preparing fur  Dissection of animal for anatomy and physiology lessons  Leather working, beading – traditional crafts  Trapper stories from Community elders/resource people  Write your own short story – Make a book, illustrate, cover and bind – how this animal lives, how to trap this animal, how to prepare the fur of this animal  Writing an Opinion Piece: should people still trap animals? animal rights) | Novels: Tracking Triple Seven, Julie and the Wolves  Raw hides, scrapers, stretching rack  Knives, stretchers  Hide, beads, beading needles  Community resource people | Writing process – opinion piece  Opinion Piece : rubric  Paragraphs: Rubric  Fact & Opinion worksheets  Create a Short Story Book – rubric template  Novel Study completed  Hide preparation  Vocabulary and hunting on the land rubric |
| **December** | **Unit 4 – CELEBRATION**   * Winter season – traditional pastimes * Food gathering, shelter, family * Ice fishing, nets * Story telling – oral teaching * Structure of poetry – theme, mood, meaning, symbols, rhyme & rhythm * Types of poetry- epic, haiku, concrete, nonsense, limericks, shape * Christmas, other cultures – cooking, making gifts * Traditional arts & crafts | Reading poetry and song lyrics out loud in class  Discuss and read examples that illustrate various aspects of poetry – rhythm, rhyme, theme, figurative language, symbolism, mood,  Create a Personal Poetry Portfolio Handout – collecting personal favorites, analysis, writing your own poetry.  Learning songs, singing songs  Creating a play, making the background  ELDERS stories – a traditional Christmas?  Arts & crafts for gifts | Template outlining expectations for Personal Poetry Portfolio  Resource Lines 9/10 pg. 47 – 53  First Nations Poetry source  Traditional crafts – DVDs on Moose hair tufting, beading, baskets, leather work… | Personal poetry Portfolio complete – Assessment based on rubric template  Personal presentation of one piece – rubric  Participation and effort in Unit.  Interview elders and collect and share stories |
| **January** | UNIT 5 - THE COMMUNITY   * Puzzles and Critical Thinking Skills * Traditional Games * Games – word search, crossword puzzles, scrabble, problem solving puzzles * Language of Games, the community * Community Elders & Role Models – education, leadership, art, culture, language, hunting & trapping, medicine… * Community History | Learn Dene Games and other northern sports – competition  Traditions & language around games  Puzzles daily or every few days as motivators  Elders interviews, photos, history of community, traditional life  Role models talk about life, what they have achieved  What I would like to do in life? – my values, my skills, my interests, my career goals, my family goals…  Making Dene drums | Games  Dene Games resources – books, DVDs  Digital cameras, computer, tape recorders, art supplies.  Community resource people | Demonstrate knowledge of several Dene games - checklist  Personal Portfolio – Career and Life Goals  Create Elder profile  Participation and effort m- alone \*& in group activities  Making drums with elder |
| **February** | UNIT 6 – KINSHIP & FAMILY   * Language of the house and family, relations * Family interviews, photos. * Family tree creation * Creation stories & Spirit stories * Medicine Power – spruce gum, rat root etc * Prayers in Dene * Dene Values | Spoken language of the house, family and community  Family Tree – research, interviews, pictures, drawing and diagramming tree  Cutting wood for elders  Cooking for elders  Sing Dene songs for family and community | Family tree template  Digital cameras, digital recorders  Poster materials, computer program PP  Dene Kede K - 6 | Family tree  Family interviews, pictures  Create a Family Tree |
| **March/April** | UNIT 7 – SPRING HUNT & BIRDS   * Migratory birds – types, migration pathways * Spring Hunt & spring Foods * The Muskox * Healthy Lifestyle * Navigating on land using sun, stars, landmarks * Legends about the sun | Nature walk  Bird identification, habitat, migrations  Caribou hunt in the barrens  Language of birds – names, habitat hunting terms  Language around muskox – hides, legends, traditional muskox hunt - elders | Snowmobiles, tents, stoves, community resource people  Identification manuals for migratory birds | Bird pictures – Dene labels/English  Maps of migration pathways  Creating using hides  Spring canoe trip and duck hunt  Vocabulary |
| **May** | UNIT 8 – Spring Foods,   * Birch & Maple syrup * Medicine Plants of spring * Fish Camp * Ravens | Language around spring food preparation  Dene names for fish, fish parts  Maps of fishing locations around Lutsel K’e  Migration of the fish  Making birch syrup | Maps of local area  Dene Kede K – 6  Fishing equipment and bait | Collecting medicinal plants and preparing medicines with elders  Spring fish camp – fishing techniques and preparing dry fish, cooking fish |
| **June** | UNIT 9 – SUMMER CELEBRATION   * On the Land Camp – DuHammel Lake * Preparing fish – dry fish * Insects – spiders, flies, dragonflies, frogs | Cooperation, chores at camp  Language of the spring animals, life cycles | Dene Kede K - 6 |  |

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| **STRAND** | **Objectives** | **Specific Objectives** |
| **1. Reading can fulfill a variety of purposes** | **-research and gain information about a specific topic**  **- Become aware of the importance of reading for success in school, work and daily life.**  **- Increase attention and focus to cultivate reading, listening, writing skills** | **-understand and respond to communications related to work, personal or social life**  **-enjoy the recreational and entertainment value of print materials** |
| **2. Learn to recognize and use prior knowledge of language and life to construct meaning** | **-links prior experience to the present reading task to construct meaning**  **- identifies prior knowledge**  **- Identifies questions**  **-** | **- uses prior knowledge to predict and question to construct meaning**  **- uses prior experience to recognize known words and language patterns** |
| **3. Reading with awareness of purpose and audience of any text** | * **learn to recognize that the structure of format and texts reflects its purpose and audience it is intended for** * **Learn and identify different purposes for different texts including education, information, persuade, entertain, describe, illustrate, satirize.** * **Identify and use the different format and structures in a text that reflects intended audience,** * **Learn to recognize and work with various materials that are necessary for daily life.** | **- learns to recognize and use contents, chapter headings, text headings to organize meaning**  **- learn to use the dictionary to gain information and meaning, search alphabetical listings**  **- use visuals to construct meaning from text materials**  **- Identify audience and relate structure and format to purpose of text** |
| **4. Develop reading strategies appropriate for the purpose of the text** | * **Learn to identify and use various reading strategies**   **- Develop strategies for using visual and aural clues in reading for meaning** | **-develops strategies for learning unfamiliar words**  **- learns vocabulary in any specialized field**  **- learns words can be a source of pleasure**   * **becomes proficient at reading and interpreting visuals accompanying text materials** * **learns to use visuals to construct meaning from the text** * **develops the ability to reproduce oral equivalents to written text to explore meaning, rhythm and sound of language** |
| **5. Develop independence and confidence in selecting and using various print materials for specific purposes.** | * **Learns to access and use information from various sources** * **Learns to use and evaluate materials** * **Learns to broaden reading for personal life and pleasure** | * **learns to access information from print and electronic sources** * **Identify and evaluate materials for bias, accuracy, sources, reliability** |

Web Sites, Webquests and Other On-Line Resources