**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 pickingMedicinal plantsRead a short story about berry picking or making jam – main ideas, PPP, 5Ws for comprehensionCreate a book on berry picking with pictures, how to make cranberry jam – English and DeneView a Video – traditional foodsNorthern News – activities in other communitiesAnatomy, diet, migration of animals – activities, maps, diagramsTraditional stories around berries, fish, caribou & moose | Dene Kede K-6Video – traditional foodsVideo – habitat of the caribouVarious handouts to guide students’ response“Wildlife – migration patterns of caribou, habitat, food etcMaps of caribou herd migrationNews Articles from New NorthElders – stories, old videosInternet research on caribou herds | Video Handout WorksheetPoint form notes – Science textCreate bookletWork habits and effortPerformance –demonstrate skillsLanguage 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 furStudents worksheet – identify themes and message of legend that they readWriting Process: steps of the processWriting a good story – how to snare a rabbit, Rabbit legendsDescriptive language –using adjectives, synonyms -Write Legend – illustrate with pictures, type up on computer, editing skillsAcrostic poems on rabbitsPreparing the moose hide | Reading Legends: what is a legend?Spoken language activities around trapping, animals, tracks Create a booklet on activitiesElders, trappers tell storiesComputer, art supplies | Spoken language rubricWriting process checklistLegend with title page complete – rubric templateLegend activities – themes, ideas, teachings?Individual work habits, effortUnit 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 usesTrap line activityPreparing the caribou hideSkinning animals, Preparing furDissection of animal for anatomy and physiology lessonsLeather working, beading – traditional craftsTrapper stories from Community elders/resource peopleWrite 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 animalWriting an Opinion Piece: should people still trap animals? animal rights) | Novels: Tracking Triple Seven, Julie and the WolvesRaw hides, scrapers, stretching rackKnives, stretchersHide, beads, beading needlesCommunity resource people | Writing process – opinion pieceOpinion Piece : rubricParagraphs: RubricFact & Opinion worksheetsCreate a Short Story Book – rubric templateNovel Study completedHide preparationVocabulary 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 classDiscuss 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 songsCreating a play, making the backgroundELDERS stories – a traditional Christmas?Arts & crafts for gifts | Template outlining expectations for Personal Poetry PortfolioResource Lines 9/10 pg. 47 – 53First Nations Poetry sourceTraditional crafts – DVDs on Moose hair tufting, beading, baskets, leather work…  | Personal poetry Portfolio complete – Assessment based on rubric template Personal presentation of one piece – rubricParticipation 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 – competitionTraditions & language around gamesPuzzles daily or every few days as motivatorsElders interviews, photos, history of community, traditional lifeRole models talk about life, what they have achievedWhat I would like to do in life? – my values, my skills, my interests, my career goals, my family goals…Making Dene drums | GamesDene Games resources – books, DVDsDigital cameras, computer, tape recorders, art supplies.Community resource people | Demonstrate knowledge of several Dene games - checklistPersonal Portfolio – Career and Life GoalsCreate Elder profileParticipation and effort m- alone \*& in group activitiesMaking 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 treeCutting wood for eldersCooking for eldersSing Dene songs for family and community | Family tree templateDigital cameras, digital recordersPoster materials, computer program PPDene Kede K - 6 | Family treeFamily interviews, picturesCreate 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 walkBird identification, habitat, migrationsCaribou hunt in the barrensLanguage of birds – names, habitat hunting termsLanguage around muskox – hides, legends, traditional muskox hunt - elders | Snowmobiles, tents, stoves, community resource peopleIdentification manuals for migratory birds | Bird pictures – Dene labels/EnglishMaps of migration pathwaysCreating using hidesSpring canoe trip and duck huntVocabulary  |
| **May** | UNIT 8 – Spring Foods, * Birch & Maple syrup
* Medicine Plants of spring
* Fish Camp
* Ravens
 | Language around spring food preparationDene names for fish, fish partsMaps of fishing locations around Lutsel K’eMigration of the fishMaking birch syrup | Maps of local areaDene Kede K – 6Fishing equipment and bait | Collecting medicinal plants and preparing medicines with eldersSpring 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 campLanguage 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**
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| **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**
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 Web Sites, Webquests and Other On-Line Resources