



School District 8
Kootenay Lake

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Kootenay Lake	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD8
Developed by: COTR, Jesse Halton	Date Developed: 21 June 2019
School Name: Secondary Schools	Principal's Name: Gail Higginbottom
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Ktunaxa 10 – Introduction to Ktunaxa People	Grade Level of Course: 10
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 60 or 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: As per COTR course requirements, access to high speed internet, Firefox, Adobe Acrobat Player, and Flash is important as course relies heavily on streaming video and audio.

Course Synopsis:

This course is intended to be a comprehensive introduction to the Ktunaxa Nation. The emphasis is on materials identified by the Ktunaxa Nation elders, fluent speakers and cultural consultants that will provide a foundation for informed communication on a range of topics. The course was designed from the perspective asking “what kinds of things do we need to know about each other to have a better conversation in the age of Truth and Reconciliation?”

Goals and Rationale:

Ktunaxa history and language is offered so that SD8 students will become familiar with Ktunaxa Nation (SD8 Nation Partner): its history, its people, its contemporary place, its basic language sounds. Ktunaxa history and language is offered to enhance SD8 students experience on and relationship with traditional lands used by Ktunaxa People.

Language Revitalization: <https://www.ictinc.ca/blog/what-you-need-to-know-about-indigenous-language-revitalization>

TRC Calls to Action: Language & Culture: https://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

- i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
- ii. Aboriginal language rights are reinforced by the Treaties.
- iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
- iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
- v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

United Nations Declaration on the Rights of Indigenous Peoples: https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Article 5

Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

Article 11

1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.
2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Aboriginal Worldviews and Perspectives:

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS

<p>Who</p> <p>Ktunaxa, the culture, protocol, governance</p>	<p>Where</p> <p>The Land of the Ktunaxa</p>	<p>What</p> <p>Protocol and Ways of Knowing</p>	<p>Colonial Impact</p> <p>English-only, IRS system, Treaties</p>	<p>Self-governance</p> <p>Contemporary Ktunaxa</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Upon the successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the relationship between the Ktunaxa and the land, the accumulation and transfer of knowledge, and implications of disrupting knowledge transfer. • Recognize distinguishing traits of the Ktunaxa language, challenges to second language learning and implications of language loss. • Appreciate the similarities and differences between Indigenous Ways of Knowing and Western Ways of Knowing. • Recall the history of the Canadian Indian Residential School System, its immediate and intergenerational impacts on First Nations families and eventual impacts on Canadian society. 	<p><i>Students are expected to know the following:</i></p> <p>COURSE TOPICS:</p> <ul style="list-style-type: none"> • ʔamakis Ktunaxa (The Land; The Land of the Ktunaxa) • ka·kiki# haqwa#a (The Culture; The ways we have received) • ʔaknumu#ti#i# (The Protocols; expectation that enable people to work together) • ʔa·k#ukaqwum (The Language; The sounds we make) • ʔi#ki#wiynam (Making Wise Thinkers; Ktunaxa Ways of Knowing) • Colonization and imposition of an English-only administration • St Eugene’s Mission Schools and the Canadian Indian Residential School System • Sovereignty, Treaties and Self-governance • The Contemporary Ktunaxa

Big Ideas – Elaborations

The Big Ideas are pulled directly from the course content.

Curricular Competencies – Elaborations

- Understanding the Ktunaxa People's relationship to the land is a vital step to understanding the language.
- Understanding how knowledge was transferred from generation to generation is important to the understanding of where Ktunaxa culture and language is today.
- Knowing and recognizing traits of this language isolate will further understanding of language comprehension
- Know what stands in the way of learning a second language
- Understand the importance of Indigenous Language Revitalization
- Familiarize with Indigenous Ways of Knowing and Being and how they compare with Western Worldviews
- Understand the impacts of colonization on First Nations, Metis, & Inuit peoples to further recognize the implications of disrupting knowledge transfer

Communication – how does my 'mother tongue' differ from this second language I am learning?

Creative Thinking – what sounds are similar in my mother tongue and Ktunaxa?

Critical Thinking – how does my personal understanding of what culture is affect my worldview?

Positive Personal & Cultural Identity – how does understanding another culture impact my own cultural awareness?

Personal Awareness & Responsibility – how does my personal awareness contribute to further knowledge of Indigenous Peoples?

Social Responsibility – what is my role in Truth & Reconciliation?

Content – Elaborations

The content of the course runs the learner through the history of Ktunaxa people from 'Time Immemorial', through the effects of colonial impact, to the contemporary context of Ktunaxa People. Gaining an understanding of the Land further enhances the experience of the language learner. Understanding Ktunaxa ways of Knowing and Being develop the learners' understanding of the language learning process (Second Language Acquisition). And, an introduction to language via 'The Sounds we Make' builds a basic comprehension of Ktunaxa language from which further Ktunaxa courses are built.

Recommended Instructional Components:

Online resources as recommended by COTR; community language speakers and knowledge keepers; excursions to get to know the land; excursions to further enhance cultural understanding (ex: SD8 Student Pow Wow, Yaqaan Nukiy Community Pow Wow)

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

As per COTR:

Assignments	% of Total Grade
Participation & online engagement (discussion postings and replies)	70%
Reflective Journals	30%
Total:	100%

As per BC Ministry of Education: <https://curriculum.gov.bc.ca/assessment-info>

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curricula.

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning

targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

IDS – Independent Directed Study (inquiry based project) evaluation will come from student journaling (self-assessment throughout the entirety of the chosen project), and a final presentation of the project to an appointed SD8 teacher.

Learning Resources:

<http://www.ktunaxa.org/who-we-are/>

'The Yaqan Nukiy' Book given by District to each school.

Additional Information:

2 credit course (60 hours): Ktunaxa 100 offered through COTR as dual credit course with SD8 (Kootenay Lake)

4 credit course (120 hours): As above, plus one final Independent Directed Study (inquiry based project) to be evaluated by SD8 teacher



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Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Ktunaxa 11 – Introduction to Ktunaxa Language	Grade Level of Course: 11
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 60 or 120

Board/Authority Prerequisite(s): Ktunaxa 10

Special Training, Facilities or Equipment Required: As per COTR requirements:

- Kootenai Dictionary: Ksanka 'A·k̓ukaq̓wum. Kootenai Culture Committee. Confederated Salish and Kootenai Tribes.
- All additional resources found online – Students will need to download software such as Ktunaxa font (Available at <http://www.aqam.net/news/ktunaxa-font>)
- www.firstvoices.ca
- Students must have capability to record, save and upload audio files
- Hardware requirements: Headphones, Microphone

Course Synopsis:

This course is an introduction to the Basic Ktunaxa series with an emphasis on the structure and syntax of Ktunaxa at a basic level. It provides students with the opportunity to develop introductory skills in reading, writing, speaking and comprehending the Ktunaxa Language; the emphasis is on speaking and responding to basic commands and key phrases. Students develop the skills, strategies, and resources to support the revitalization of Ktunaxa language in their homes, their schools, and their communities. Experiential/communication-based instruction is a feature of this course.

Goals and Rationale:

Ktunaxa introductory language is offered so that SD8 students will become further familiar with structure and syntax used in Ktunaxa language. And to enhance the literacy skills used in Ktunaxa language. Ktunaxa language is offered for Indigenous Language Revitalization. Ktunaxa Language Introduction is offered to enhance SD8 students experience on and relationship with traditional lands used by Ktunaxa People.

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 - ii. Aboriginal language rights are reinforced by the Treaties.
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Article 13

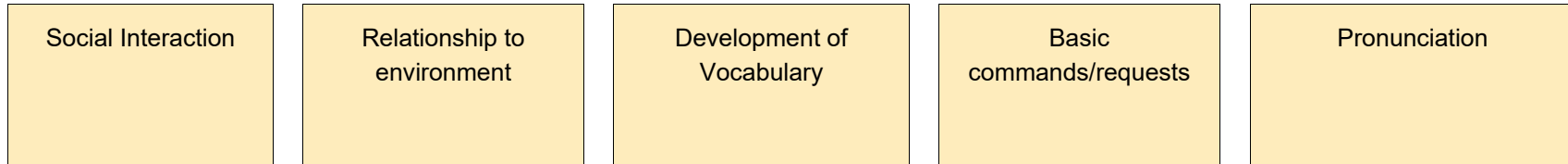
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Aboriginal Worldviews and Perspectives:

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- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Upon the successful completion of this course, students should be able to</p> <ul style="list-style-type: none"> • produce the sounds of the Ktunaxa language in the corresponding area of your vocal tract; • acquire receptive Ktunaxa language skills; • give and respond to basic commands in Ktunaxa; • use the basic sentence structure of the Ktunaxa language to communicate in the first person; • appreciate the world view of the Ktunaxa people; • use formula phrases, including greetings and expression of politeness; • present information about yourself and others; • recognize and use formal and informal forms of address; and • transfer language knowledge within your families through use of language resources you have developed. 	<p><i>Students are expected to know the following:</i></p> <p>COURSE TOPICS:</p> <ul style="list-style-type: none"> • Using the Language for Social Interaction <ul style="list-style-type: none"> -Greetings and responses -Departure and responses -Self-identification • Language Related to the Environment <ul style="list-style-type: none"> -Place names -Describe daily weather conditions -Local animals -Introduce vocabulary relating to the environment • Vocabulary Development <ul style="list-style-type: none"> -Calendar terms: days of the week, months of the year, time of day, seasons -Numbers -Body parts -Express basic emotions -Household objects -Community/Workplace/Marketplace objects • Basic commands or requests <ul style="list-style-type: none"> -First person -Present, verb tense

- **Pronunciation Issues**

- Slash C

- Barred L

- Difference between the Q, the K, the Gottal Q and Gottal K.

Big Ideas – Elaborations

The Big Ideas are pulled directly from the course content.

Curricular Competencies – Elaborations

- Understand the role of the different parts of the vocal tract in Second Language Acquisition, specific to Ktunaxa language
- Understand, acquire, and develop Ktunaxa language skills (first person, commands, formula phrases, self-localization, formal and informal address)
- Further appreciate Ktunaxa Ways of Knowing and Being
- Transfer language acquisition within your own community (family, friends, social spheres)

Communication – how can I introduce myself in a different language other than my own?

Creative Thinking – what other words do I know in different languages?

Critical Thinking – does my knowledge of Ktunaxa language and culture influence my way of life?

Positive Personal & Cultural Identity – what other languages are present in my social spheres?

Personal Awareness & Responsibility – how does my knowledge of Ktunaxa Ways of Knowing and being influence my responsibility in my community?

Social Responsibility – how does my knowledge of Ktunaxa culture and language effect my ability to defend the rights of others?

Content – Elaborations

The introduction to the language isolate of Ktunaxa develops and enhances the language learners Second Language Acquisition through intensive understanding of: how the vocal tract is used in different languages; how the land influences language; how place names are important to culture; how language is used for social interactions; the sounds (and symbols) are different than that of a first language. A further understanding of Ktunaxa Ways of Knowing and Being help the learner gain a deeper appreciation of the culture of the Ktunaxa people and the role of understanding Indigenous Cultures in the process of Truth and Reconciliation.

Recommended Instructional Components:

Community Elders, knowledge keepers, and language speakers; opportunities to speak the language, hear the spoken language and to see the written language.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

As per COTR:

Assignments	% Of Total Grade
Assignments and Quizzes	50%
Participation and Language Activity Log	30%
Oral Exam	20%
Total	100%

As per BC Ministry of Education: <https://curriculum.gov.bc.ca/assessment-info>

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- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
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- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning

targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

IDS – Independent Directed Study (inquiry based project) evaluation will come from student journaling (self-assessment throughout the entirety of the chosen project), and a final presentation of the project to an appointed SD8 teacher.

Learning Resources:

<https://www.firstvoices.com/explore/FV/sections/Data/Ktunaxa/Ktunaxa/Ktunaxa>

<http://www.aqam.net/news/ktunaxa-font>

Additional Information:

2 credit course (60 hours): Ktunaxa 101 offered through COTR as dual credit course with SD8 (Kootenay Lake)

4 credit course (120 hours): As above, plus one final Independent Directed Study (inquiry based project) to be evaluated by SD8 teacher



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Number of Course Credits: 2 or 4	Number of Hours of Instruction: 60 or 120

Board/Authority Prerequisite(s): Ktunaxa 10, Ktunaxa 11

Special Training, Facilities or Equipment Required: As per COTR requirements:

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- All other resources found online – Students will need to download software such as Ktunaxa font <http://www.aqam.net/news/ktunaxa-font>
- www.firstvoices.ca
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- Hardware requirements: Headphones, Microphone

Course Synopsis:

This course is the second part of the introduction to Basic Ktunaxa language. The course continues to focus on the structure and syntax of the Ktunaxa language at a basic level. It provides the opportunity for Ktunaxa 11 students and basic speakers to further develop their skills in

reading, writing, speaking, and comprehending the Ktunaxa language. The course emphasis is on natural conversation, greetings, requests, and responses to everyday situations in the classroom, in the family, and in the community. Participants will begin to understand how to develop their own language resources for use in their family home.

Goals and Rationale:

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BIG IDEAS

Communication Functions

Representations of ideas and concepts of language

Grammar structures and forms

Vocabulary

Conversation

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Upon the successful completion of this course, students should be able to</p> <ul style="list-style-type: none"> • use prior knowledge of a topic to predict meaning; • identify selected information from resources to complete meaningful tasks; • articulate and respond to simple requests; • ask for and give simple information, permission and clarification; • recognize events as past, present or future; • exchange information about yourself; • begin to derive meaning in new language situations; and • demonstrate a basic awareness of the cultural context within which communication in Ktunaxa language takes place. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Communication Functions <ul style="list-style-type: none"> -Sounds of Ktunaxa language (review) -Telling -Inviting -Refusing -Advising -Agreeing and disagreeing • Representations of ideas and concepts of language <ul style="list-style-type: none"> -Common verbal/nonverbal responses -Description -Head of noun classification • Grammar Structures/forms <ul style="list-style-type: none"> -Ktunaxa graphemes -Basic Ktunaxa Morphology -Expressing tense, size, intensity, gender, formality -Formal/informal address of others • Vocabulary <ul style="list-style-type: none"> -Body parts (review) -Common animals and plants (review)

	<ul style="list-style-type: none">-Local place names (review)-Numbers to 100-Kinship terminology-Common verbs-Foods, household items-Traditional activities <ul style="list-style-type: none">• Conversation<ul style="list-style-type: none">-Formal and informal introductions and greetings-Making simple requests-Asking simple questions-Asking and giving direction-Singing song or sharing poem or jokes-Listening and gain meaning from language, expression and context of traditional stories, histories and legends
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Big Ideas – Elaborations

The Big Ideas are pulled directly from the course content.

Curricular Competencies – Elaborations

- Access prior knowledge from previous courses to predict word or sentence meaning
- Exchange personal information in Ktunaxa; use simple requests in Ktunaxa; recognize past, present, future
- Further enhance Ktunaxa conversation skills
- Increase experience in Second Language Acquisition
- Establish knowledge of cultural impact of language

Communication – how does my experience of learning Ktunaxa influence my personal world view?

Creative Thinking – how can I use Ktunaxa language in my daily life?

Critical Thinking – does my knowledge of Ktunaxa culture influence my daily perspectives?

Positive Personal & Cultural Identity – are Indigenous languages prominent in my school experience?

Personal Awareness & Responsibility – how have I grown personally while learning Ktunaxa?

Social Responsibility – what steps can I take to bring about positive change in my personal spheres?

Content – Elaborations

Basic Ktunaxa language comprehension involves: learning the functions of communication; understanding different representations of ideas and concepts of language; grammar grammar grammar; different vocabulary contexts; and an understanding of the different functions of conversation.

Recommended Instructional Components:

Online resources as recommended by COTR; community language speakers and knowledge keepers; Ktunaxa story tellers; excursions to understand place names; excursions to practice language and Ktunaxa word recognition.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

As per COTR:

Assignments	% Of Total Grade
Assignments	50%
Participation and Activity Log	30%
Oral Exam	20%
Total	100%

As per BC Ministry of Education: <https://curriculum.gov.bc.ca/assessment-info>

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curricula.

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills. Personalization lends

itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers document student learning over time using collections of student work and demonstrations to create a profile of his or her strengths, areas of growth, and areas for further development. Students, teachers, and parents, use criteria and rubrics to determine the standards met and the level of performance attained. Through multiple means and varied strategies, the students learning is made visible, and their successes celebrated. In this process, new learning goals and targets are established and ways to support the students learning described.

IDS – Independent Directed Study (inquiry based project) evaluation will come from student journaling (self-assessment throughout the entirety of the chosen project), and a final presentation of the project to an appointed SD8 teacher.

Learning Resources:

<https://www.firstvoices.com/explore/FV/sections/Data/Ktunaxa/Ktunaxa/Ktunaxa>

<http://www.aqam.net/news/ktunaxa-font>

Additional Information:

2 credit course (60 hours): Ktunaxa 102 offered through COTR as dual credit course with SD8 (Kootenay Lake)

4 credit course (120 hours): As above, plus one final Independent Directed Study (inquiry based project) to be evaluated by SD8 teacher