**NCCIE INDIGENOUS LANGUAGE LESSON PLAN TEMPLATE CHECKLIST**

**INSTRUCTIONS: *AFTER* you have created the Indigenous Language Lesson Plan (using pages 5-10), please complete this Checklist to ensure Indigenous content has been addressed as much as possible.**

|  |  |  |
| --- | --- | --- |
| **COMPONENT** | **DESCRIPTION** | **Enter checkmark to indicate completion** |
| 1. Grade level or Beginner, Intermediate, Advanced | Establish the grade level and stream (academic or general) if applicable or Beginner, Intermediate, Advanced. |  |
| 2. Subject | Define the specific subject associated with the language lesson.  Define the specific language and/or dialect. This is the name of the class/course (e.g., this lesson plan can be for a language class and/or can it be taught in another subject, such as science or social studies or some other class?) |  |
| 3. Learning Outcomes | Determine at least two learning outcomes specific to the Lesson Plan, with which your content will be aligned. |  |
| 4. Time Management and Instructional Content | - Establish the over-all time for the lesson;  - Breakdown the time into allotments for each component, including but not limited to:  i) instruction of lesson  ii) motivational/anticipatory set  iii) class discussion and other activities (main procedures/strategies)  step 1, step 2, step 3  iv) personal student reflection  v) assessment. |  |
| 5. Activities and Indigenous Assessment Methods | - Choose activities that reflect the four principal learning styles Spiritual: e.g.  Emotional: e.g.  Physical: e.g.  Intellectual: e.g.  - Is there an outdoor activity that is part of this Lesson Plan? (some Lesson Plans *may not* have an outdoor activity)  - Inuit, Métis, or Indigenous assessment practices are incorporated into the Lesson Plan that accommodate various learning styles and culturally specific pedagogies. |  |
| 6. Materials | - Itemize materials required for each activity.  - Determine if consent forms are required (e.g. for outdoor education).  - Keep in mind safety and allergies of students.  - Ensure background materials for the teacher(s) are provided, including links, documents, and NCCIE videos for additional information and learning tools. |  |
| 7. Culture and Language | *i) Culture*  - If cultural representations are included, are they done so respectfully, with permission, and acknowledged where applicable?  - Each Lesson Plan should include a statement of recognition for the source of the knowledge, the community, and the People whose contributions are being shared (see ‘Acknowledgement Language’, Component 13, below).  *ii) Language*  - Are opportunities included for oral, written, demonstration, and visual communication? |  |
| 8. Holism | - Draw connections between the various components of the Lesson Plan.  - Relate the content to everyday life in a positive sense.  -Recognize each student as a whole person with their own experience and concept of self-identity.  - Does the Lesson Plan provide opportunities to reflect on relationships with oneself, one another, and Creation? |  |
| 9. Intergenerational Learning | - Are community members, Knowledge Holders, or Elders invited to share in the learning process?  - Are assignments/activities included that are to be completed at home, encouraging intergenerational learning with parent(s)/guardian(s), family, and community? |  |
| 10. Participatory and Experiential Learning | Include at least one learning and/or assessment opportunity that is participatory and/or experiential, if applicable. |  |
| 11. Manifesting Ethics in the Classroom | The Lesson Plan manifests ethics in the form of: care, respect, truthfulness and trust, and integrity. |  |
| 12. Meeting Curriculum Expectations and Outcomes for Province/Territory | In order to ensure that all students graduate with the same credentials, does this lesson plan meet provincial/territorial curriculum expectations or outcomes for the grade(s) for which this lesson plan has been designed? Indigenous specific content is added. (Note: NCCIE focused on meeting provincial or territorial *curriculum expectations and outcomes*, rather than Ministry or Departmental education standards. Certification that lesson plans meet these standards requires an approval process that NCCIE did not pursue due to time constraints. Teachers interested in using this template can pursue requisite certification/approvals). |  |
| 13. Acknowledgement Language | - Each Lesson Plan needs to include a statement of recognition for the source of the knowledge, the community, and the People whose contributions are being shared (see ‘Culture and Language’, Component 7, above).  -The wording you provide will appear on every page of the Lesson Plan in the footer. This is equivalent to your copyright.  - In addition, the origin of this Lesson Plan is clearly articulated (People and Land where Lesson Plan originates). This identification lets others know that the content of the Lesson Plan is Indigenous nation-specific. |  |

**INSTRUCTIONS FOR DEVELOPING A LANGUAGE LESSON PLAN - USING THE NCCIE LANGUAGE LESSON PLAN TEMPLATE PROVIDED ON THE NEXT SEVEN PAGES**

1. For more information about the components and this Language Lesson Plan Template, please refer to pages 10-13. You can also refer to the *Strategic Guide* that accompanies the NCCIE Indigenous Lesson Plan template.
   1. In this Template, whenever you see reference to a ‘Component’ (e.g., *Component 1, Component, 2, etc.)*,this refers to the corresponding Component both on the Checklist and in the *Strategic Guide.*
2. Work on completing this Language Lesson Plan Template with NCCIE personnel, curriculum resource people, community people as necessary.
3. ***Lesson Plan Title Page***: page 4
   1. Complete each section on the *Title Page*.
   2. PLEASE NOTE: More than likely, some sections on this Title Page will need to be filled out and/or revised after completing other sections. Feel free to come back to the Title Page whenever necessary to enter or modify information as your Lesson Plan develops.
   3. PLEASE NOTE: The pages will grow as you type in the fillable fields so the below page numbers will not apply once you get started.
4. ***Developing the Lesson Plan*** pp. 5-7: Filling in the Template
   1. Write the necessary information using a pen and printing clearly directly on

the page OR create a new Word document and type in the information requested.

* 1. Save the document.
  2. Create handouts and/or worksheets and attach them to the Lesson Plan you

have created.

1. Complete pages 8 – ***Holism*,** Component 8 of Checklist. NOTE: Because of the nature of your Language Lesson Plan, it may not be reasonable to expect that you can check off all these boxes
2. Complete page 9 – ***Additional Notes for Educators***
   1. Please provide as much background information as possible for a teacher to be comfortable using this lesson plan.
   2. Please provide all links to applicable NCCIE videos and other resources.
3. Go back to pages 1 and 2 to complete the **Checklist** at the beginning of this Lesson Plan Template to make sure you have addressed all the components 1-13. NOTE: If you have not been able to include one or more components, please explain in the Comments section available after the Checklist.

*Check box when complete*

**A complete NCCIE Indigenous Language Lesson Plan includes:**

* Checklist pages 1-2
* Language Lesson Plan (beginning on page 4)
* Handouts, worksheets, and other printed material developed for the Lesson Plan

**NCCIE INDIGENOUS LANGUAGE LESSON PLAN TEMPLATE**

**Click or tap here to enter language/dialect: (specify the title of the lesson)**

**If title above is provided in the language, what is the title’s meaning in French?**

**COMMUNITY/NATION/ORGANIZATION WHERE THIS LESSON PLAN ORIGINATES:**

**Click or tap here to enter text.**

*(CHECKLIST Components 1, 2, 3, 4, 12, 13)*

**GRADE LEVEL(S) or Beginner, Intermediate, Advanced: Click or tap here to enter text.**

**COURSE SUBJECT – what is the main course/subject in which this lesson fits?**  **Click or tap here to enter text.**

**KEYWORD DESCRIPTORS (list three keywords/phrases that describe the material being taught in the language lesson):** Click or tap here to enter text.

**CROSS-CURRICULAR APPLICATION(S) – what other courses/subjects can the material in this lesson plan be connected to?** Click or tap here to enter text.

**IF APPLICABLE:**

**-Course Code(s):** Click or tap here to enter text. **-Unit Plan Title:** Click or tap here to enter text.

**-Stream:**  academic  general  n/a

*(CHECKLIST Component 3)*

**LEARNING OUTCOMES/Desired Results** (Learning Outcomes can be determined by asking the question: “What do you want the students to know, understand, demonstrate, write, and speak?”)

*Upon successful completion of this Language Lesson Plan, students will be able to:*

1. **Click or tap here to enter text.**

2. **Click or tap here to enter text.**

3. **Click or tap here to enter text.**

*(CHECKLIST Component 4)*

**TOTAL LANGUAGE LESSON TIME:** insert minutes

**Breakdown of Language Lesson Plan for Time Management and Instructional Content:**

1. Motivational/Anticipatory Set (introducing topic while engaging the student; review; setting the context; *see ‘Additional Information for Teachers’*): insert minutes
2. Instructional Time (for teaching the lesson): insert minutes
3. Activity/Interactive/Group Discussion Time (gaining practice): insertminutes
4. Personal Student Reflection Time: insertminutes
5. Assessment Time: insertminutes

*(CHECKLIST Components 5, 6, 9, 10)*

***DELIVERING THE LESSON:***

1. **MOTIVATIONAL/ANTICIPATORY SET** (Introducing the topic while engaging the learners; reviewing previous lessons connected to this one; setting the context)

* *What prior knowledge can the teacher review with the learners before delivering this lesson?*
* *What can the teacher talk about to set the stage/provide background for the learners before teaching the lesson (as outlined in section b and c)?*

Click or tap here to enter text.

1. **INSTRUCTION (Teaching the Lesson)**

*Once you have set the context, these are the activities and steps in teaching the language lesson. In other words, as the teacher, what are examples of how one can teach this lesson?*

* **What is the Language Method?**

*For example, Total Physical Response, Task-Based Learning, Direct Method, other:*

Click or tap here to enter text.

* **Materials for this Lesson:**

Click or tap here to enter text.

**Step 1:** Click or tap here to enter text.

**Step 2:** Click or tap here to enter text.

**Step 3:** Click or tap here to enter text.

**Step 4:** Click or tap here to enter text.

**Step 5:** Click or tap here to enter text.

1. **PROVIDE AN ALTERNATIVE WAY OF TEACHING THIS LESSON:** Different students learn in different ways. Some are visual, tactile learners; some are logical learners; some are intuitive learners; some are a combination; etc. Can you provide an example of teaching this lesson with at least one other method to connect with how students learn in different ways?

* **What is the Language Method?**

*For example, Total Physical Response, Task-Based Learning, Direct Method, other:*

Click or tap here to enter text.

* **Materials for this Lesson:**

Click or tap here to enter text.

**Step 1:** Click or tap here to enter text.

**Step 2:** Click or tap here to enter text.

**Step 3:** Click or tap here to enter text.

**Step 4:** Click or tap here to enter text.

**Step 5:** Click or tap here to enter text.

1. **ADAPTATIONS/DIFFERENTIATIONS** *(suggestions for different levels of learners and different learning styles)*:

Click or tap here to enter text.

1. **CLOSING THE LESSON** (in what ways and how do you recommend the teacher can close the lesson?):

Click or tap here to enter text.

1. **GAINING PRACTICE:**

**Describe the examples of activities and tasks you can have the students do on their own, in student groups, as a class, or at home as homework:**

**What can the student do to practice this language lesson . . .**

* **on their own?** Click or tap here to enter text.

**For how many minutes do you recommend they practice on their own?**

Click here to enter minutes

* **in a group with other students?** Click or tap here to enter text.

**For how many minutes?** Click here to enter minutes

* **at home with family, relatives?** Click or tap here to enter text.

**For how many minutes?** Click here to enter minutes

1. **TEACHER LANGUAGE:** What are some phrases and questions in the language that the teacher can include *in teaching this lesson to a) reinforce it and b) be supportive of students to encourage them to engage with the material? Please provide your suggestions in the language as well as their meaning in French.*

Click or tap here to enter text.

1. **BUILDING ON THE LESSON: LANGUAGE STRUCTURE AND VOCABULARY**

*What are suggestions of words/phrases/ideas/activities that the teacher can use to lead students from one concept to the next in the language (this is called ‘language scaffolding’)? These could be:*

* *phrases/sentences/words that bridge the lesson plan topic to related topics*
* *questions that can be asked in the language (either by the teacher or students), such as:*
  + *Can you show me an example?*
  + *Can you say this for me in a different way?*
* *Please provide your suggestions in the language as well as their meaning in French.*

Click or tap here to enter text.

*(CHECKLIST Component 5)*

**ASSESSMENT**

1. Assessment FOR Learning (formative):

Students are assessed *during* the learning to help determine next steps in the following ways:

* *What suggestions can you give teachers as examples of how they might assess students during the language instruction?*
* *What questions can the teacher ask in the language to assess their progress during the lesson?*

Click or tap here to enter text.

1. Assessment OF Learning (summative*)*:

Students are assessed *after t*he learning experience to evaluate: a) what they have learned; and

b) and in what areas their confidence has been strengthened, in the following ways:

* *What suggestions can you give teachers as examples of how they might assess students after the language instruction?*
* *In what ways can the students demonstrate what they have learned? For example, they can:*
  + *Tell a story or poem (e.g., have them write and share a haiku)*
  + *Introduce themselves and position themselves*
  + *Demonstrate something from the lesson that they learned in the language*
  + *Speak from the heart*

Click or tap here to enter text.

1. Assessment of the Lesson Plan: *As the designer of this Lesson Plan, please consider this question:*

*How does this Lesson Plan aim to address diverse learning styles (recognizing that these learning styles overlap in various ways)?*

* *How does this Lesson Plan relate to the following learners:*
* Spiritual (intuitive learners; integrating with lived experiences): Click or tap here to enter text.
* Emotional (relates well through feelings; connecting with experiences): Click or tap here to enter text.
* Physical (learning through doing; tactile learners): Click or tap here to enter text.
* Intellectual (thinking; logical, independent thinkers): Click or tap here to enter text.

*(CHECKLIST Components 5, 6, 9, 10)*

**CONTEXT**

1. Is this a land-based course, held in the classroom, taken into the community, or a combination? Is there an opportunity to invite other language speakers, including Elders, to teach part of the lesson?

Click or tap here to enter text.

1. Any other comments you would like to provide the teacher about the language method(s) in this Lesson Plan (e.g., Total Physical Response or Direct Method) or anything else related to the context for the lesson?

Click or tap here to enter text.

*(CHECKLIST Component 12)*

**MEETING THE MINISTRY OF EDUCATION STANDARDS**

*When completing this section, curriculum developers are advised to refer to their region’s Ministry of Education required standards for graduation.*

1. This Indigenous Language Lesson Plan meets the Ministry of Education standards for:

Click or tap here to enter name of province, territory and/or Nation

Yes  No

1. If this Indigenous Language Lesson Plan does not meet your Ministry standards, please explain what is missing and why: Click or tap here to enter text.

*(CHECKLIST Component 13)*

**ACKNOWLEDGEMENT LANGUAGE**

How do you wish for your community/school/organization to be acknowledged as the source for this Indigenous Language Lesson Plan?

The wording you provide will appear on every page of the Lesson Plan in the footer. This is equivalent to your copyright.

Click or tap here to enter text.

*(CHECKLIST Components 7, 8, 9, 10, 11)*

***HOLISM: In the list below: - How many components are incorporated into this Lesson Plan?***

***- The more boxes you can check, the more ‘relational’ and ‘holistic’ your Lesson Plan is.***

Language and culture

Participatory and experiential learning activities

Intergenerational learning with Elders/Knowledge Holders

Intergenerational learning with family and community

Learning on-the-land: developing a respectful relationship with the land

Lesson Plan offers a variety of ways for students to learn according to different learning styles and attention to whole being

Attention is given toward developing healthy relationships in school, with family, and in the

community; Lesson Plan provides opportunities to practice and learn ethics regarding one or more of the following: *care, respect, truthfulness and trust, and integrity*

Lesson Plan provides an opportunity to help students develop a positive relationship with oneself through respect and care for oneself

Lesson Plan provides at least one opportunity for personal reflection on thoughts and feelings on the lesson

Connections are made with everyday life

**ADDITIONAL NOTES FOR EDUCATORS**

1. ***Additional information*** *(i.e., subject matter, content, etc.):*

**FOR MOTIVATIONAL/ANTICIPATORY SET**

* *What information/knowledge would you like to provide the teacher so they gain an understanding of background material necessary for this language lesson – that can assist the teacher when they introduce the lesson to their learners in the ‘Motivational/Anticipatory Set’?*
* *What can the teacher talk about to set the stage for the learners to learn something new?*

Click or tap here to enter text.

* *Where can the educator go to find additional background information if necessary? (if none, enter 'n/a')*

Click or tap here to enter text.

1. ***Documents Attached*** (e.g., Worksheets, Handouts, Background Literature, Assessment Tools, Video links, etc.).

List all attachments here:

Click or tap here to enter text.

1. ***NCCIE Videos and Resources****:* Are there any videos or other features on NCCIE.CA that relate to and can be used in this Lesson Plan? Or that can assist the teacher in gaining more background knowledge about this Lesson Plan?

**Yes  No**

If Yes, list NCCIE.CA videos and/or features here:

Click here to enter text.

**INDIGENOUS LANGUAGE LESSON PLAN CONTENT: Supplemental Information**

This section provides the Regional Team and Community Partners with supplemental information about the Indigenous approach to this lesson plan template. Respecting the distinct cultures and knowledges of diverse Indigenous nations in what is now Canada stands at the forefront of the NCCIE template. At the same time, commonalities are found among foundational teachings and pedagogies; NCCIE’s template is grounded in these commonalities through the use of a ‘Four Directions Education Model’ (below).

**FOUR DIRECTIONS EDUCATION MODEL**

The pedagogy represented in the ‘Four Directions Education Model’ is reflective of holism, i.e. to consider each other, ourselves, and all things connected in a balance of four dimensions of human beings: spiritual, emotional, physical, and intellectual. Although not all Indigenous Peoples use the circle as a representation of thought or as a teaching tool, the circle in this context is just one of the many ways of demonstrating: i) the concept of interconnections within ourselves and between each other; ii) holistic ways of thinking; and iii) the different learning styles that are unique for each individual (e.g., visual learners, auditory learners, etc.). The importance of addressing each direction is so the various learning styles of students are recognized and supported. The student is acknowledged and respected as an individual while being part of a larger group, and the classroom environment is based on equity and respect.

**ADDRESSING DIVERSE LEARNING STYLES IN THE CURRICULUM**

At first glance, it may seem daunting to include the various learning styles of students, yet following the process outlined below will make this task manageable.

*Learning Styles in Theory*

- Individuals have a dominant learning style (the ‘Four Directions Education Model’ identifies four principal learning styles). Learning in an environment that emphasizes the student’s dominant learning style supports student success.

- It is to the advantage of all students that each of the four learning styles are incorporated into the instruction. Doing so ensures that each student is offered the opportunity to learn both in the environment in which they are most comfortable and also experience learning that emphasizes other’s predominant styles. This practice facilitates respect for self and others, as well as providing an opportunity to expand one’s comfort level by learning in various ways.

*Learning Styles in Practice*

- Lesson Plans are written for either one class or a cluster of classes within a Unit Plan.

- Using the ‘cluster’ as an example, if there are four classes in a plan of lessons then one class focuses on the Spiritual direction, one class focuses on the Physical direction, and so on.

- Using one class as an example, if the class is 40 minutes then the time can be broken into 10 minute intervals that focus on each of the directional learning styles, e.g. shifting from direct instruction (10 minutes), to a physical activity (10 minutes), to a class or small group discussion period (10 minutes), to an introspective time for absorbing the lesson (10 minutes).

**EMBEDDING INDIGENEITY IN THE CURRICULUM**

In addition to the requirements of Ministries of Education, an Indigenous curriculum adds the following principles to the design, content, delivery, and assessment of a Lesson Plan:

* *Local Needs*: recognizes communities, histories, and contemporary contexts of diverse Indigenous nations.
* *Holistic*: cross-curricular subjects link the content of the lessons so that learning is inter-disciplinary, connections are drawn between the various contents of lessons, and the students are acknowledged as individuals within a group who have distinct talents, skills, knowledge, and experiences.
* *Culturally and Linguistically Focused*: The content, delivery, and assessment practices utilize the traditional and contemporary pedagogies that are specific to the diverse Indigenous nations. The community in which the Lesson Plan is being used is represented in both the content and the language/dialect of the community.
* *Community-based and Flexible*: The research and development is completed in partnership with the local community in which the Lesson Plan originates. This can be modified to fit the community which is accessing the Lesson Plan through nccie.ca. Elders, Knowledge Holders, community members, and family are included in the process.
* *Experiential and Participatory*: Life is not a spectator sport; neither is learning (which is a life-long process). Lessons are designed to provide ample opportunity for shared learning within the community, on-the-land learning, and student involvement in the learning and assessment process. Learning by doing is emphasized.
* *Student Well-being and Activities*: Due to the history of Indigenous Peoples in Canada (which includes tragic events and processes of colonization, genocide, the residential school system, etc.), student well-being stands at the forefront of curriculum design, teaching, and assessment practices. Students need to be made aware, in advance, of the nature of the activity, specifics of what it involves, and all topics that will be covered. Prior to role-playing, showing videos, or initiating any activity, please discuss your plans with your community Elders, Knowledge Holders, community and family members, school

counsellor and/or the district school board’s First Nations, Metis, or Inuit representative. Having support available after an activity is also highly recommended.

**HOLISTIC TEACHING AND LEARNING**

Holistic education, which is teaching and learning through interconnecting, ensures that knowledge is not deconstructed into isolated segments. Learning, in the holistic sense, is a cycle of awareness and cumulative in processes that are embedded in each Indigenous Language Lesson Plan.

Holism recognizes the interconnection between all living things and all of Creation.

Further, each student is recognized and appreciated as a whole person. Connections are made between the content and everyday life in a positive sense.

Family

Class

Teacher

Support

Services

Community

Territory/’The Land”