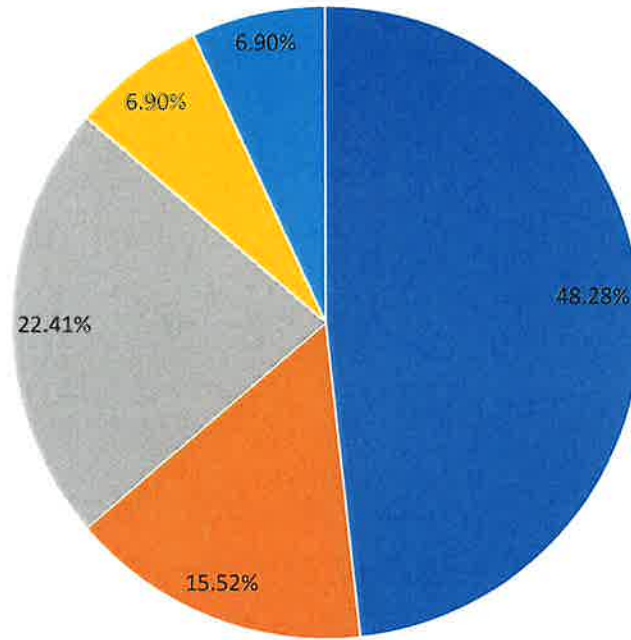During the Billings Conference December 10-11, 2021.

2 questions were posed to the participants:

1) How familiar are you with the Montana Indian Language Program (MILP)?

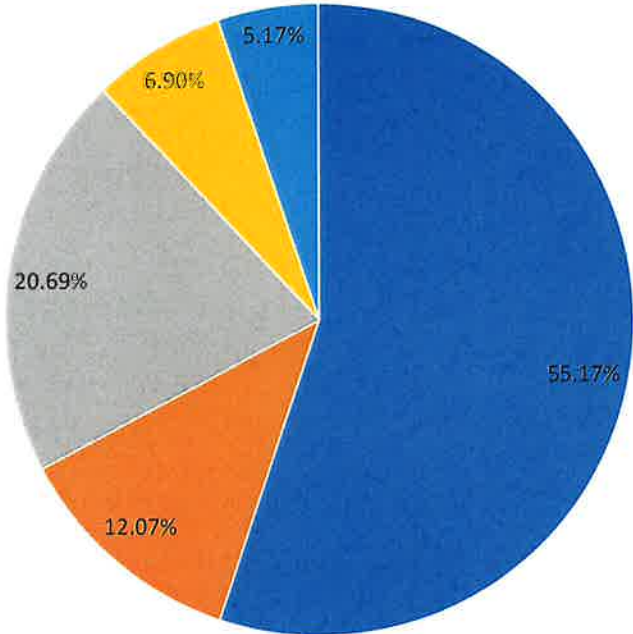2) How familiar are you with the Indian Language Immersion Program (ILIP)?

Are you familiar with MILP?

6.90%

6.90%

48.28%

22.41%

15.52%

■ Not at all ■ A little bit ▥ Some what ■ Familiar ■ Well versed

Are you familiar with ILIP?

55.17%

12.07%

20.69%

6.90%

5.17%

■ Not at all   ■ A little bit   ■ Some what   ■ Familiar   ■ Well versed

Preliminary Report

- Conference

- All Class 7 Teachers invite to coalition as members

- More Contact time, Trainings-Conference-Workshops

- As a classroom teacher, I feel that Class 7 teachers that are not also classroom teachers could benefit from classroom behavior

- management classes. After listening to some Class 7 teachers yesterday, I feel they confirmed my concerns. I would be willing to offer training for

Preliminary Report

I would like to see a union formed

Anything that helps support Class 7 teachers

Testing to ensure that people are proficient in the Language and not just anybody can get a Class 7

technical support, materials, workshops, and conferences

More Conferences. I am the only Class 7 in my school district. Workshops and net working.

I am interested in learning more about this certification

Our tribal languages always need support to develop curriculum to teach and create more teachers

Preliminary Report
Page 15 - 17 (continued)

More training for non-indian teachers who work on the reservations
More contact time

There are 43 respondents to the assessments questions that have Bachelors, Master's or Doctorate degrees. Six reported they learned in a traditional way or as life long learners. Eleven of the teachers have a high school education level as Class 7 teachers

Twenty-one teachers have reported they have taught language over 10 years

Preliminary Report

Describe the training you have had to be a Class 7 Language and Culture teacher:

Attend Language class and ceremony

grew up listening to my grandparents and have taken classes from five different fluent teachers over the course of my teaching career

Unfinishied HERE

Preliminary Report

There were 55 schools and colleges that teach language that responded

There were 21 elementary teachers attending

Thirty-five teachers reported having more than 15 or more students enrolled in their language classes

Fifty-three percent of the teachers are asked to teach other classes outside of language

Preliminary Report

Page 34

On contact time indicated in the survey:

12 teachers reported they teach less than 1 hour per day.

- 5 teachers reported they teach less than 1-2 hours per week.
- 9 teachers reported teaching 3 hours per week.
- 2 teachers reported teaching 1-2 hours per week.
- 8 teachers reported teaching 3-4 hours per week.

Preliminary Report

14 teachers have less than one hour of preparation per week, while 12 teachers have less than 1-2 hours per week for preparation

93% of the respondents report a need to increase contact time for language acquisition

19 respondents either are not familiar with immersion teaching methods or while 22 respondents have minimal or familiarity of immersion teaching methods

96% of the respondents are willing to implement effective language acquisition methods

Preliminary Report

37% lack the training to transition into adapting language acquisition methods while 29% reported lacking the time to participate in training.

There were 15 respondents that stated they were not offered training opportunities for learning language acquisition methods

36% of the respondents have indicated that they lacked time has <u>prevented</u> them for participating in training for language acquisition.

Preliminary Report

26% of the teachers responded that they have had to create their own teaching resources

21% of the teachers provided their own teaching resources

9 teachers reported they do not have materials

48% of the teachers that responded were unfamiliar with MLP

47% of the respondents were unaware of ARPA funds available for emergency language relief.

55% respondents were not familiar with the Cultural Integrity Commitment Act

55% respondents were not familiar with the Montana Digital Academy

Only 6 people responding that they were knowledge of the Office of Public Instruction.

Preliminary Report

23 people were unaware of the Superintendent of the Office of Instruction or 40% of the participants answered they were unaware of the role of the superintendent and the office

54% were unfamiliar with the Digital Academy, MILP, and Native Language Immersion Initiative while only 3.5% are versed with these state programs

83% reported that they were not informed by their tribal government and schools about the Digital Academy, MILP, and the Native Language Immersion Initiative

Presentation – NA Language Lessons

Hosted by Class 7 Professional Development and Language Revitalization Workshop

Location – Montana State University – Billings

December 10, 2021

Dr. Lanny Real Bird
Crow Reservation, Montana USA
lannyrealbird@gmail.com

Purpose:

- How much time do you need to learn a language?
- How do you plan for this?
- What needs to be done?
- Do you have goals and objectives to accomplish this?

Public school language program

- It takes about 2000 hours to learn a language
- 180 days in a school year or 36 weeks
- 11,800 hours available in a K-12 education
- Most schools 1 hr. per week of language
- 36 hours per school year of language
- 2000 hrs. ÷ 36 hrs./yr.= 55.6 yrs.

Potlatch 2015

Summer language program

- **It takes about 2000 hours to learn a language**
- **2 weeks or 80 hours**
- **2000 hrs. ÷ 80 hrs./yr. = 25 yrs.**

Potlatch, 2015

Do the math....

Remember you need
2000 hours at the most
to be conversational

Outcome – You want to
schedule 2000 hours

Doing the math….

- (7 to 8-hour days or 20 days/month)

- 2000 hours/ 5 hours each week = 400 weeks or 20 months

- 2000 hours / 10 hour each week = 200 weeks or 10 months

It is very doable…
How is this done?
Solution – Use methods that work

- Full immersion, Master-apprentice:
- 2000 hours/30 hours each week = 66 weeks or 16 months
- About 2 years
- Outcome – You have created speakers
- Some will learn faster and some will learn stronger

Everyone learns in there own way…

There are ways that work and want to help you in your way to improve…

Gut check – We have to change!!

A change will take courage and acceptance…

It is for the future of our nation, identity, and quality of life

Everyone learns in their own way...

Adolescent –
Immersion, total
physical response,
Montessori...

Adult learners –
Master-Apprentice

- So far…you have solutions…focus…
- Work with others for improving your methods
- In order to get the 2000 hours in to be conversation…
  You have to change the schedule.
- Change schedule how? The answer is your board.
- It means more CONTACT TIME for teaching the language

How will changing the schedule help?

- Again…focus on the 2000 hours
- Increase the time of language instruction
- It will not be just one language class for half the day.
- Your challenge is to teach language with the help of other and through other topics:
- 1st hour – communication
- 2nd hour – geography
- 3rd hour – music, mathematics, history…
- 4th hour – Study period – homework – more practice…
- Your board can approve this to comply with standards

Let's do the math for
4 hours per day for the needed
2000 hours…

2000 / 4 hours per day =
500 days to be conversational at
this rate

500 days / 20 days per month = 25
months

25 months / 9 months per year of
school = 2.8 school years

More math:

Standard 2000 hours. (8 hour days or 20 days/month)

2000 hours/ 5 hours each week = 400 weeks or 100 months

2000 hours / 10 hour each week = 200 weeks or 50 months

Full immersion,
Master-apprentice:
2000 hours/30 hours each week = 66 weeks or 16 months

How do we get to the point of increasing contact time:

- Change the system
- Use proven methods
- Create policy and governance to back you up
- Participate in training
- As an educator your goal is to succeed
- Your role to finds ways to improve and continually improve
- Resources are available…
- State of Montana: Immersion, MILP, Digital Academy…
- Use your own resources
- Boards: Your role is governance (protect the language and culture)
- Boards: Provide a capital campaign (fund the funds and resources
- Administration and other educators – Build this support

Information to consider...

· You will need curriculum development

· Create and modify your materials to compliment math, music, geography, and communication arts

· Resources are available...

· Research efforts to design educational programs and curricula

· Accept the role of change...

· Change what? To improve and continually improve your abilities to teach success through the language...

· What might help:

❮ more contact time of course

❮ Smaller class sizes (it is more effective to teach better with a smaller size class"

❮ Get family and community involved

❮ Create incentives to learning

❮ Get the message of why language is important

❮ Create ownership among learners and they are part of the culture

2000 hours???

Maybe less…Dakota, Crow, Nakona, Hidatsa…1200 hours or less…

1200-1600 hours…maybe Ojibwe, Cree, Pikuni…

Just to speak…claims of 3 months to learn the language

The point is…it's doable.

WeCount
2020 Census

2022

Apsáalooke Language

Standards
&
K-12 Curriculum Framework

Draft of Recommendations and Suggestions

Table of Contents

Summary of Recommendations and Suggestions

The following list is based on the cumulative suggestions from either direct or indirect participants in the CSI-215 Crow Language Curriculum Development workshop held at the 2022 Crow Summer Institute at Little Big Horn College and facilitated by the Crow Language Consortium (CLC). *This is in draft form only. Revisions and further suggestions are both intended and encouraged.*

1. Organize curriculum with culture and language as a hybrid and inseparable driving force.
2. Promote literacy and make literacy instruction available to all Apsáalooke language teachers.
3. Base standards on wider language proficiency levels than grade level (outlined on page 4) and develop effective assessment tools to correctly place students within those levels.
4. Reassess and rewrite standards and benchmarks from the 2013 CROW Language Standards & K-12 Curriculum Framework (CLC). Evaluate and add standards for additional upper levels. (The 2013 document applied standards through grade 4 only.)
5. Increase and standardize the number of contact hours of Apsáalooke language instruction among the different schools and school systems. (They currently vary greatly.)
6. Stress direct Apsáalooke language instruction (with an emphasis on communication instead of just language awareness) and make instruction available in both oral and textual formats at the earliest levels.
7. Incorporate Plains Sign Language (PSL) into and alongside Apsáalooke language instruction whenever possible.
8. Create assessments tools to measure both a student's development and progress, and also the effectiveness of materials and teaching.
9. Organize all Apsáalooke language learning materials by proficiency level and make available as an inventory or "Learning Library" to all Apsáalooke language teachers. (see page 17)
10. Plan lessons per time of year and base them on Apsáalooke traditional community events, spiritual practices, and seasonal changes. Focus particularly on the relationships Apsáalooke people have with their place, history, and natural environment. (outlined on pages 11-16)
11. Replicate and reignite the Bilingual Materials Development Center (BMDC) model from the 70s-90s with current teachers and students to produce new and needed materials that would be focused on Apsáalooke. This would be an excellent way to improve literacy among all parties.
12. Provide wider digital access for teachers and students to CLC and BMDC print materials. In regards to CLC materials, full textbooks should be available digitally, but on a smaller, per unit basis.
13. Develop and create an Apsáalooke Language Summer Camp and make available to all students.
14. Develop audio/visual and reading materials that are more relevant and suitable for adults. An example would be a monthly or biweekly newspaper that could be available in either print or digital formats. (The majority of Crow language materials is aimed and children or young adults.)

Apsáalooke Language Proficiency Levels*

Level:	0	1	2	3	4	5
Description	No knowledge	Elementary	Limited Proficiency	Basic Proficiency	Full Proficiency	Native Proficiency
Approximate Grade Level	K-1	2-4	5-8	9-12		
Language Awareness	Some/Environmental	Some/Environmental				
Language Skill	none	Can correctly pronounce and write some common Apsáalooke names and words, and has an elementary knowledge of a few basic Apsáalooke phrases; simple/basic language ability, mostly memorized	Has relatively large vocabulary, but limited independent conversational skills; can reply to direct questions, but has difficulty initiating and driving conversational discourse	Is able to understand and engage in basic conversations about everyday topics and fulfill routine social demands; can engage in independent conversation and communication, although with mistakes and awkward speech; shows the confidence that they are able to become fluent speakers	Fluent in speaking with little effort; Able to discuss a broad range of topics with ease, and participate in all manners of conversations, only rarely making grammatical mistakes	Is able to use the language the way a native speaker would. Not intended a metric for native speakers, but can be used to measure the proficiency of 2nd Language learners/ speakers who have studied and often taught the Apsáalooke language.
Cultural Awareness	Some/Environmental					
Cultural Skill	none/limited	have some cultural knowledge (songs, ways)	increasing cultural knowledge	broad cultural knowledge	fluent in cultural ways and situations	expert
Word Knowledge †	0-100	100-500	500-1000	1000-2000	2000-4000	4000+
ACTFL** Correlation	Novice 1 and Novice 2		Intermediate 1 and Intermediate 2		Advanced	Superior
ACTFL Level Descriptions	Communicates minimally with formulaic and rote utterances, lists and phrases.		Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Has relatively large vocabulary, but limited independent conversational skills; can reply to direct questions, but has difficulty initiating and driving conversational discourse	Can narrate and describe in past, present, and future tenses. Deals effectively with an unanticipated complication.	Can discuss topics extensively, support opinions, hypothesize. Deals with linguistically unfamiliar situations.

Content Standards and Benchmark Stages

The standards listed below are taken the 2013 CROW LANGUAGE Standards & K-12 Curriculum Framework (CLC) document. They have been alloted according to the wider proficiency levels described on page 4. *These are provided for reference only and should be reviewed, revised, or rewritten as needed. The 2013 CLC document had only attributed standards through grade 4, so looking towards the future, standards and benchmarks will need to be evaluated and documented for those higher levels.*

PROFICIENCY LEVEL 0 (No knowledge / Grades K-1)

Kindergarten
Standard 1 - Communication: Write and speak in the Crow Language
K.1.1   Recognize and express basic greetings and farewells.
K.1.2   Recognize and state basic personal information. (name and age)
K.1.3   Recognize and express basic likes, dislikes, and feelings through single-word responses.
K.1.4   Recognize and use situation-appropriate non-verbal communication.
Standard 2 - Communication: Interpret information in the Crow language
K.2.1   Demonstrate comprehension of oral or visual cues verbally and/or non-verbally.
Standard 3 - Present information in the Crow language
K.3.1   Recite developmentally appropriate songs and poetry of the Crow cultures.
K.3.2   Present simple prepared material with teacher guidance. (Examples: Dialogues, short skits, etc.)
K.3.3   Sing simple developmentally appropriate songs of the Crow language and cultures.
K.3.4   Describe familiar objects in simple terms with teacher guidance. (Examples: Shapes, colors, etc)
Standard 4 - Develop awareness of Crow culture
K.4.1   Recognize basic routine practices of the Crow cultures. (Examples: Greetings, handshakes, etc.)
K.4.2   Identify products and symbols of the Crow cultures. (Examples: Traditional Clothes, Kinship, Food and Drink, animals, etc)
Standard 5 - Make connections to other content areas
K.5.1   Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas. (Examples: Recognize and count in numbers, plants and animals location.)
K.5.2   Integrate content area concepts and skills through relevant activities. (Examples: Count a number of objects, label basic plants and animals, respond to directions using location terms.
Standard 6 -Access and connect information through various media
K.6.1   Use digital media and culturally authentic resources to build vocabulary. (Examples: Developmentally appropriate language websites, children's programming)
Standard 7 - Investigate the nature of language and culture
K.7.1   Recognize Crow reflecting modern life.
K.7.2   Recognize and use authentic simple forms of address in everyday situations.
K.7.3   Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
K.7.4   Recognize contributions from Native American cultures. (Examples: Music, art, customs, famous people, etc.)
Standard 8 - Become culturally-aware by experiencing languages and cultures in multiple settings
K.8.1   Share experiences from the world language classroom within the school and/or community. (Example: Use the Crow language to teach basic vocabulary to friends and family)
K.8.2   Recognize the use of the Crow language in the learner's community. (Examples: Signs, restaurants)

K.8.3   Experience the food, music, activities, folklore, etc. from the Crow culture.

Grade 1
Standard 1 - Communication: Write and speak in the Crow Language
1.1.1   Recognize and express basic greetings and farewells.
1.1.2   Recognize and state basic personal information. (name and age)
1.1.3   Recognize and express basic likes, dislikes, and feelings through single-word responses.
1.1.4   Recognize and use situation-appropriate non-verbal communication.
Standard 2 - Communication: Interpret information in the Crow language
1.2.1   Demonstrate comprehension of oral or visual cues verbally and/or non-verbally.
1.2.2   Recognize letters, sounds and special characters of the Crow language.
Standard 3 - Present information in the Crow language
1.3.1   Recite developmentally appropriate songs and poetry of the Crow cultures.
1.3.2   Present simple prepared material with teacher guidance. (Examples: Dialogues, short skits, etc.)
1.3.3   Sing simple developmentally appropriate songs of the Crow language and cultures.
1.3.4   Describe familiar objects in simple terms with teacher guidance. (Examples: Shapes, colors, etc)
Standard 4 - Develop awareness of Crow culture
1.4.1   Recognize basic routine practices of the Crow cultures. (Examples: Greetings, Asking your Name, Where are you from ? etc.)
1.4.2   Identify products and symbols of the Crow cultures. (Examples: Food, dress, toys, flags, etc.)
Standard 5 - Make connections to other content areas
1.5.1   Use simple vocabulary and/or phrases to identify familiar objects and basic concepts from other content areas. (Examples: Recognize and count in numbers, plants and animals location.)
1.5.2   Integrate content area concepts and skills through relevant activities. (Examples: Count a number of objects, describe what animals eat, identify cardinal directions in the classroom)
Standard 6 -Access and connect information through various media
1.6.1   Use digital media and culturally authentic resources to build vocabulary. (Examples: Developmentally appropriate language websites, children's programming)
Standard 7 - Investigate the nature of language and culture
1.7.1   Recognize Crow reflecting modern life.
1.7.2   Recognize similarities and differences in structural patterns of languages. (Example: Singular versus plural forms)
1.7.3   Recognize and use authentic simple forms of address in everyday situations.
1.7.4   Identify some daily living patterns of other cultures and the learner's own culture. (Examples: Food and table manners)
1.7.5   Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture.
1.7.6   Recognize contributions from other Native American cultures. (Examples: Music, art, customs, famous people, etc.)
Standard 8 - Become culturally-aware by experiencing languages and cultures in multiple settings
1.8.1   Share experiences from the world language classroom within the school and/or community. (Example: Use the Crow language to teach basic vocabulary to friends and family)
1.8.2   Recognize the use of the Crow language in the learner's community. (Examples: Signs, restaurants, stores)
1.8.3   Experience the food, music, activities, folklore, etc. from the Crow culture.

Grade 2

Standard 1 - Communication: Write and speak in the Crow Language

2.1.1   Accurately use multiple greetings and farewells.
2.1.2   Accurately state personal information. (Examples: Name, age, origin, phone number, etc.)
2.1.3   Recognize and express a variety of likes, dislikes, and feelings in multi-word responses.
2.1.4   Recognize and use situation-appropriate non-verbal communication.

Standard 2 - Communication: Interpret information in the Crow language

2.2.1   Demonstrate comprehension of familiar words and phrases.
2.2.2   Recognize letters, sounds and special characters of Crow language.
2.2.3   Identify familiar words or phrases, including cognates and words shared between languages.

Standard 3 - Present information in the Crow language

2.3.1   Recite developmentally appropriate songs and poetry of the Crow cultures.
2.3.2   Present simple prepared material with greater independence. (Examples: Dialogues, short skits, plays, etc.)
2.3.3   Read words and phrases aloud to practice appropriate intonation and pronunciation.
2.3.4   Write familiar words and phrases.
2.3.5   Sing simple developmentally appropriate songs of the Crow language and cultures.
2.3.6   Describe objects and self in familiar terms with greater independence. (Ex. Examples: Shapes, colors, numbers, sizes, etc.)

Standard 4 - Develop awareness of Crow culture

2.4.1   Recognize basic routine practices of the Crow cultures. (Examples: Greetings, handshakes, Where do you live? etc.)
2.4.2   Identify products and symbols of the Crow cultures. (Examples: Food, dress, toys, flags, etc.)

Standard 5 - Make connections to other content areas

2.5.1   Use simple vocabulary and phrases to label objects and concepts from other content areas. (Examples: Terms for mathematical operations, seasons and weather)
2.5.2   Integrate content area concepts and skills through relevant activities. (Examples: Add and subtract in the Crow language, identify and describe seasons and weather patterns, Learn about variety of geological feature within Crow Country.)

Standard 6 -Access and connect information through various media

2.6.1   Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness. (Examples: Developmentally appropriate language websites, DVD's, children's programming and children's literature.)

Standard 7 - Investigate the nature of language and culture

2.7.1   Recognize and use words shared between English and the Crow language.
2.7.2   Recognize similarities and differences in structural patterns of languages. (Example: Word order.)
2.7.3   Recognize and use authentic forms of address with family and friends.
2.7.4   Examine the daily living patterns of other cultures and the learner's own culture. (Example: School schedule.)
2.7.5   Describe traditions of the Crow cultures' celebrations and holidays.
2.7.6   Recognize contributions from other Native American cultures. Examples: Music, art, customs, famous people, etc.)

Standard 8 - Become culturally-aware by experiencing languages and cultures in multiple settings

2.8.1   Share experiences from the language classroom within the school and/or community. (Example: Use the Crow language to teach basic vocabulary to friends and family)

2.8.2   Recognize the use of the Crow language in the learner's community. (Examples: Signs, restaurants, pow-wows)
2.8.3   Experience the food, music, activities, folklore, etc. from the Crow culture.

Grade 3

Standard 1 - Communication: Write and speak in the Crow Language
3.1.1   Participate in brief guided conversations emphasizing previously-learned material. (Examples: Greetings and farewells, likes, dislikes, feelings, etc.)
3.1.2   Recognize and state information about self, family. (Examples: Name, physical attributes, etc.)
3.1.3   Make basic requests.
3.1.4   Recognize and use situation-appropriate non-verbal communication.

Standard 2 - Communication: Interpret information in the Crow language
3.2.1   Understand and respond to simple requests, commands, and directions.
3.2.2   Identify familiar words or phrases.
3.2.3   Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. (Example: Identify familiar vocabulary from picture books or posters.)

Standard 3 - Present information in the Crow language
3.3.1   Recite developmentally appropriate songs and poetry of the Crow cultures.
3.3.2   Present simple prepared material. (Examples: Dialogues, short skits, descriptions, etc.)
3.3.3   Read sentences aloud to practice appropriate intonation and pronunciation.
3.3.4   Write complete sentences with teacher guidance.
3.3.5   Sing simple developmentally appropriate songs of the Crow language and cultures.

Standard 4 - Develop awareness of Crow culture
3.4.1   Recognize basic routine practices of the Crow cultures. (Family structure, giving and receiving, mealtimes, etc.)
3.4.2   Describe products and symbols of the Crow cultures.

Standard 5 - Make connections to other content areas
3.5.1   Describe objects and concepts from other content areas.
        Examples: Shapes, sizes, and colors, computer skills – Typing in Crow
3.5.2   Integrate content area concepts and skills through relevant activities.
        Examples: Label and describe familiar objects, type sentences in the Crow language

Standard 6 -Access and connect information through various media
3.6.1   Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness. (Examples: Developmentally appropriate language websites, children's programming and children's literature.)

Standard 7 - Investigate the nature of language and culture
3.7.1   Recognize and use words shared between English and the Crow language.
3.7.2   Recognize and use simple sentence structures. (Example: Agreement of nouns and stative verbs.)
3.7.3   Recognize idiomatic expressions in the Crow language.
3.7.4   Recognize and use authentic forms of address with family and friends.
3.7.5   Examine the daily living patterns of other cultures and the learner's own culture. (Examples: Personal hygiene, At A Pow Wow)
3.7.6   Describe traditions of the Crow cultures' celebrations and holidays.
3.7.8   Recognize and share contributions from other cultures.

Standard 8 - Become culturally-aware by experiencing languages and cultures in multiple settings
8.1   Share experiences from the language classroom within the school and/or community. (Example:

Make presentations in the Crow language to family members.)
8.2   Recognize the use of the Crow language in the learner's community.
8.3   Experience and report on the cuisine, music, drama, literature, etc. From the Crow cultures.

Grade 4
Standard 1 - Communication: Write and speak in the Crow Language
4.1.1   Participate in brief guided conversations emphasizing previously-learned material. (Examples: Greetings and farewells, simple descriptions, etc.)
4.1.2   Recognize and state information about self and family. (Examples: Physical attributes, likes and dislikes, etc.)
4.1.3   Make requests and ask basic questions. Example: What are you doing?, Who is This?
4.1.4   Recognize and use situation-appropriate non-verbal communication.
4.1.5   Recognize speaking and listening strategies that facilitate communication. (Example: Ask for clarification, Simple interrogative sentences)

Standard 2 - Communication: Interpret information in the Crow language
4.2.1   Understand and respond to simple requests, commands, and directions.
4.2.2   Identify familiar words or phrases.
4.2.3   Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. Example: List main characters from a short authentic children's story

Standard 3 - Present information in the Crow language
3.3.1   Recite developmentally appropriate songs and poetry of the Crow cultures.
4.3.2   Present prepared material on a variety of topics. (Examples: Dialogues, short skits, plays, etc.)
4.3.3   Read words and phrases aloud to practice appropriate intonation and pronunciation.
4.3.4   Write complete sentences with teacher guidance.
4.3.5   Sing simple developmentally appropriate songs of the Crow language and cultures.

Standard 4 - Develop awareness of Crow culture
4.4.1   Recognize and report on basic family practices of the Crow cultures. (Examples: Family structure, giving and receiving, mealtimes, etc.)
4.4.2   Describe products and symbols of the Crow cultures.

Standard 5 - Make connections to other content areas
4.5.1   Describe objects and concepts from other content areas. (Examples: Classification of living things, telling time; Different habitats (Farm, Mountains, Plains, At a Lake))
4.5.2   Integrate content area concepts and skills through relevant activities. (Examples: Sort animals into various groups, tell time to the half- and quarter-hour in the Crow language.)

Standard 6 -Access and connect information through various media
4.6.1   Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness. (Examples: Developmentally appropriate language websites, DVD's, children's programming and children's literature.)
4.6.2   Use digital media and/or culturally authentic resources to study Crow cultures. (Examples: Developmentally appropriate language websites)

Standard 7 - Investigate the nature of language and culture
4.7.1   Recognize and use words shared between English and the Crow language.
4.7.2   Recognize and use simple language structures. (Example: Agreement of noun and verb.)
4.7.3   Recognize and use idiomatic expressions in the Crow language.
4.7.4   Recognize and use authentic forms of address with family and friends.
4.7.5   Examine the daily living patterns of other cultures and the learner's own culture. (Examples: Clothing, In Town, In the Classroom)
4.7.6   Describe traditions of the Crow cultures' celebrations and holidays.

4.7.7   Recognize and share contributions from other cultures.

**Standard 8 - Become culturally-aware by experiencing languages and cultures in multiple
         settings**

4.8.1   Share experiences from the language classroom within the school and/or community. (Example:
         Use the Crow language to teach basic vocabulary to friends and family)

4.8.2   Recognize the use of the Crow language in the learner's community.

4.8.3   Experience the food, music, activities, folklore, etc. from the Crow culture.

PROFICIENCY LEVEL 2 (Limited Proficiency / Grades 5-8)

Grade 5-8

Standard 1 - Communication: Write and speak in the Crow Language

Standard 2 - Communication: Interpret information in the Crow language

Standard 3 - Present information in the Crow language

Standard 4 - Develop awareness of Crow culture

Standard 5 - Make connections to other content areas

Standard 6 -Access and connect information through various media

Standard 7 - Investigate the nature of language and culture

**Standard 8 - Become culturally-aware by experiencing languages and cultures in multiple
settings**

PROFICIENCY LEVEL 3 (Basic Proficiency / Grades 9-12)

Grade 9-12

Standard 1 - Communication: Write and speak in the Crow Language

Standard 2 - Communication: Interpret information in the Crow language

Standard 3 - Present information in the Crow language

Standard 4 - Develop awareness of Crow culture

Standard 5 - Make connections to other content areas

Standard 6 -Access and connect information through various media

Standard 7 - Investigate the nature of language and culture

**Standard 8 - Become culturally-aware by experiencing languages and cultures in multiple
settings**

Cultural Lesson Planning per Season*

*This is in its initial stages and needs to be thoroughly reviewed and expanded upon. The intent being activities that combine both Crow culture with Crow language (oral and textual) and implemented at each level.

K-4

Daily Activities: Colors; Numbers; Sign Language; Animals; Greetings; Everyday Communication; Respect; Word of the Week

Basée (Autumn)

Basáanxalaache (September)	Basáanmilitaachiia (October)	Baawixóoliche (November)
1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Native American Week -Activities -Parade -Powwow -Speakers 4. Crow Flag -art project	1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Halloween Activities -Red Woman Stories -Words: Mask, Masquerade -History -Art Activity --coloring page --ghost necklace 4. Fall - Season -Activities - Communities --hunting, animal names (elk, deer)	1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Thanksgiving -giving/sharing -video -words for foods 4. Native American Month -Books/reading

Báalee (Winter)

Ammaaéetchiichiwaau (December)	Bilítaachiiawassee (January)	Póopahte Annáakbisuua (February)
1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System season- Winter 3. Christmas -words 4. Activities --songs ---lulabies ---other songs	1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Storytelling -Creation Story -Migration Story -Lost Boy -Old Man Coyote -Other Stories 4. Activites -Draw favorite part of story -rock art -ledger art 5. Learning about other tribes -story -Map-Montana Tribes	1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Activities -Push Dance (history) --History --Songs ---meaning --Attire (male and female) 4. Kinship -who to dance with 5. Dance lessons

K-4
Bíawakussee (Spring)

Bulúxchilattache (March)	Suuwassée (April)	Baaaxuawishé Annáakbisuua (May)
1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Activities -Information on the Little People -- Story – Song 4. Rock Art (Drawing Stories) 5. Ledger Art (Drawing Stories)	1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Activities -Handgame --songs --rules --art --counting money --teamwork --responsibilities --medicines --history	1. Monthly Calendar (Crow Monthly/Seasonal Terms/ Descriptions) 2. Crow Clan System 3. Activities -Native Games (using trunk from Museum of the Rockies) 4. Spiritual Plants & their meanings --cedar --sage --sweetgrass --bearroot

Bíawakshe (Summer)

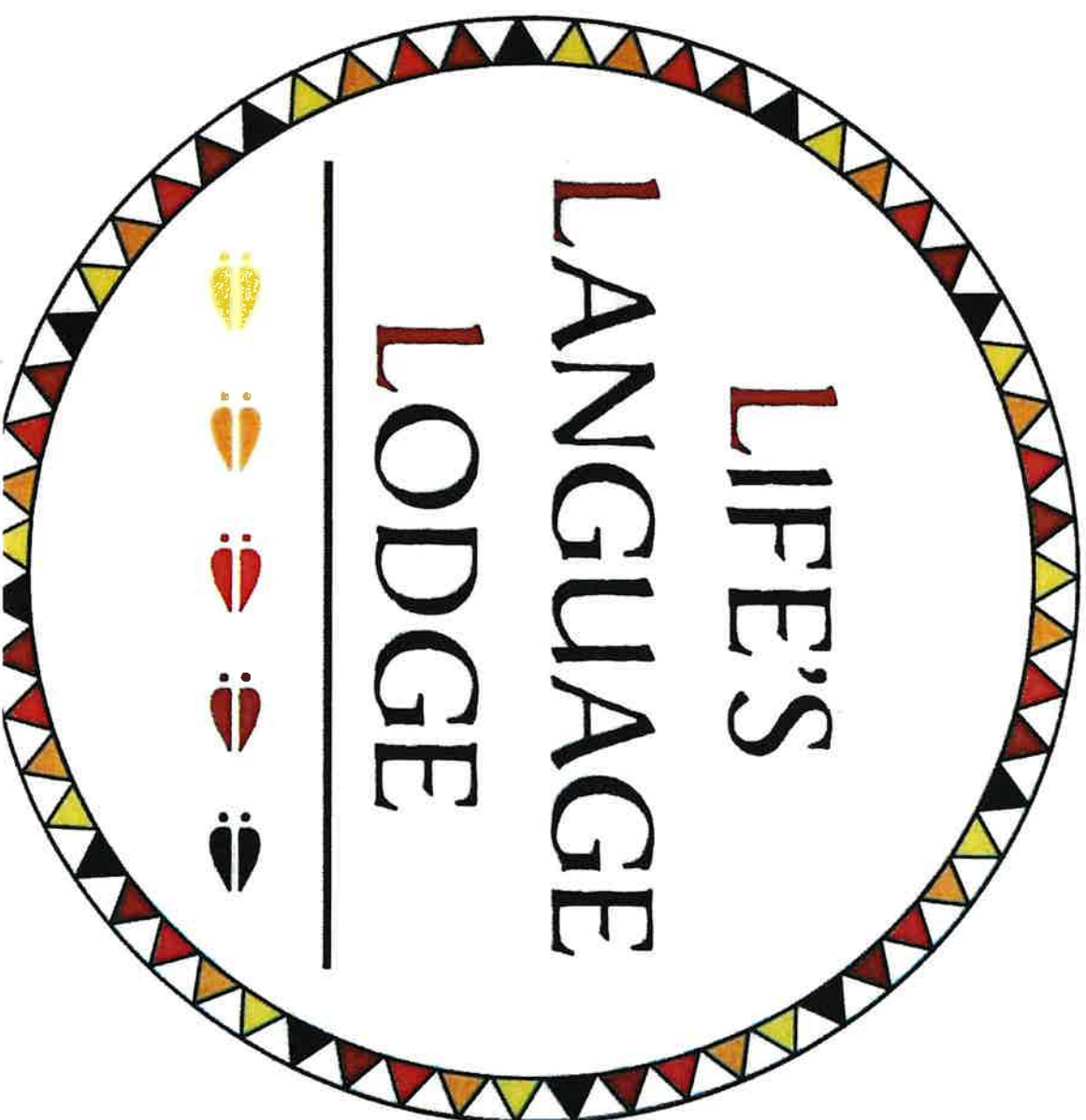| Akáapdeaxihche Annitúua (June)	Bíawaksheelape (July)	Basáaannisshiwio (August)

5-8

Daily Activities: Colors; Numbers; Sign Language; Animals; Greetings; Everyday Communication; Respect; Word of the Week; Place names; Crow way of life; Gender rules; Songs, lullabies, and hymns; District song (e.g. Lodge Grass); Crow Flag Song

Basée (Autumn)

Basáanxalaache (September)	Basáanmilitaachiia (October)	Baawixóoliche (November)
1. Respect -talking to elders, learning about customs and norms 2. Crow Artist of the Month 3. Tipi 4. Books 5. Castle Rocks, Pryor (Field Trip) 6. Sports - Champions Medicine Wheel 7. Crow Fair - pictures 8. Homecoming -Powwow -Native Speakers 9. Joe Medicine Crow book(s) Chief Two Leggins book(s) 10. Buffalo Jumps (field trip) 11. Bands 12. Indian Names -how to say -stories	1. Crow Artist of the Month 2. Plants - Harvest 3. Halloween 4. Reading -Hunting -Food 5. Water -religious significance -water monsters -respecting water/feeding the water 6. Mountains 7. Reservation Boundaries (treaties, history)	1. Crow Artist of the Month 2. Native American Month -Authors from different tribes -Reading on native topics 3. Food 4. Numbers - Math Lessons

Báalee (Winter)

Ammaaéetchiichiwaau (December)	Bilítaachiiawassee (January)	Póopahte Annáakbisuua (February)
1. Crow Artist of the Month 2. Crow Stories 3. Crow Hymns 4. Christmas Program 5. Food	1. Crow artist of the month 2. Storytelling -Creation Story -Migration Story -Lost Boy -Old Man Coyote -Other Stories -Little people –Big Metal	1. Monthly and Community 2. Activities -Push Dance •History •Songs (meaning) •Attire (Female and male) •Kinship (who to dance with) •Dance Lessons •School wide dance 3. Vocabulary Words generated for lessons and activites

LIFE'S LANGUAGE LODGE

Mission

Behíííh byiitɔ'ɔ'ɔ́wuu' 'íítɔɔtɔɔh
tɔwɔcinnítééih niíθênɔɔ' nɔh néínɔɔ'
tɔwɔcinnítááánínɔɔ'
Téí'ítaahaach
Maká idómni Nakón wicóhage otéȟige
Adé iná Namákoda žemáca mnihéiciya no.

LIFE'S LANGUAGE LODGE

How did it start?

- Island Mountain Development Group's (IMDG) employee workplace survey
- 75% cited childcare as main reason for missing work
- Coverted administration building into early childhood center
- Nakoda/Aaniiih Economic Development Corporation applied for ANA planning grant and awarded in 2019
- Formed Life's Language Lodge as a non-profit
- August 2021 first students enrolled
- IMDG subsidizes workers

Language doesn't generate a profit

- Western world influence

- Know Western History- the United States is vested in Christianity. Fundamental world view that man has dominion over the earth, hence 'property ownership or resources.' This often in direct conflict with Traditional Indigenous though pathways in which we are a part of the earth

- Grants, foundations, donors, etc.

- Because of language loss, cultural aspects are often lost with Tribal leadership; it has almost become a foreign language to some. Remember it is not their fault.

- Regaining our morality, values, & virtues generates pride.

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- Identity
- Hypothetical
- Unattached Burdens
- Personal Trauma
- Qualifications
- Speakers who are not teachers
- Teachers who are not speakers
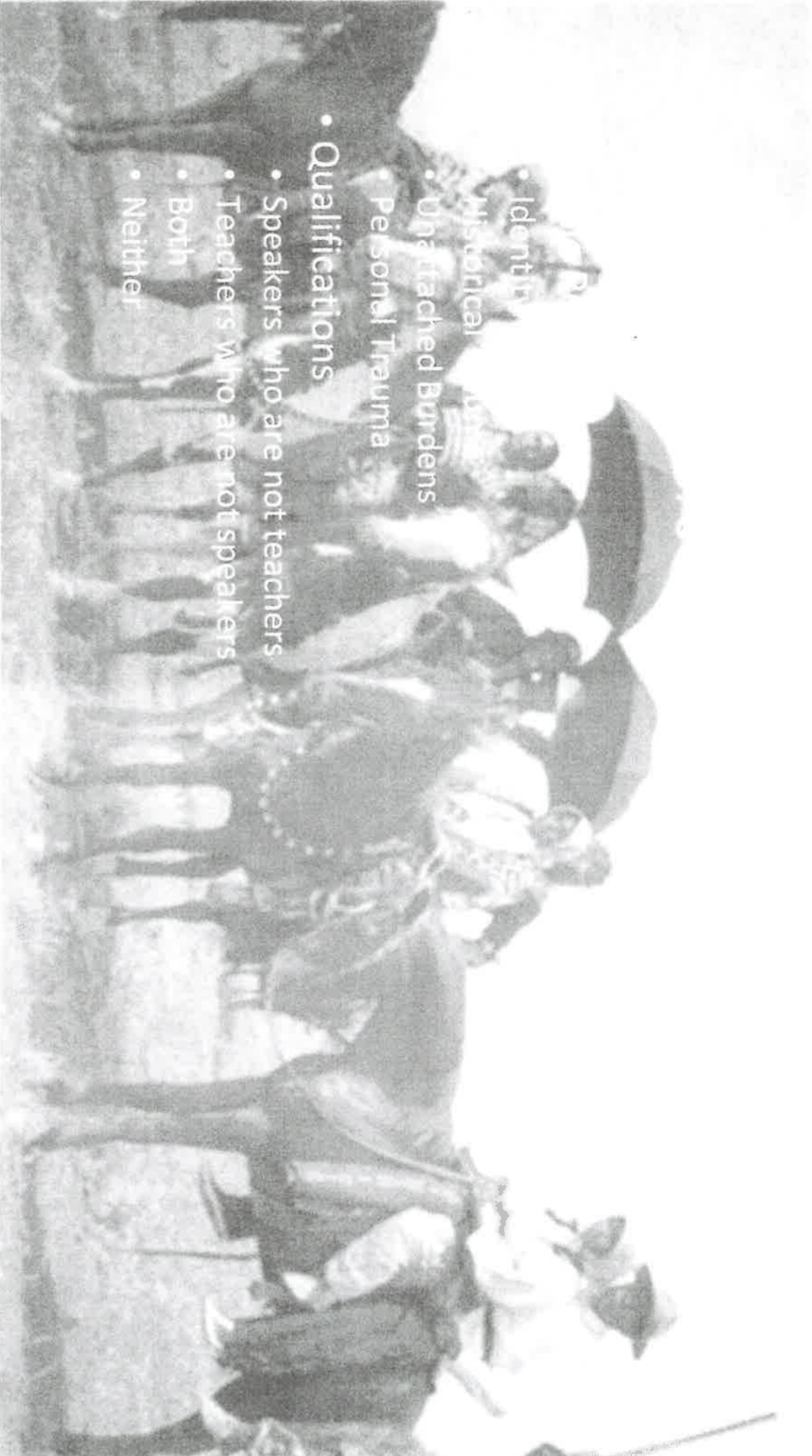- Both
- Neither

Moving in the Same Direction

June 2021

- Building and Staffing Plans Implemented
  - Assistant Director
  - 4 New Language Teachers
  - Transition 4 Existing Language Teachers from ANA to IMDG and Bill for Services
  - 4 Assistants
  - 1 Cook
  - 1 Assistant Cook
  - 1 Custodian

- Renovation Begins June 21, 2021

- Identity
  - Historical
  - Unattached Burdens
  - Personal Trauma
- Qualifications
  - Speakers who are not teachers
  - Teachers who are not speakers
  - Both
  - Neither

August 2021

- Preparation for State and Tribal Inspections
- Granted Provisional State License
- Preparation For Servicing Children
- First Day With Students
- Applied for Class-7 Certification
  - Stevie, Katie, Miquela, Dawn, and Randall
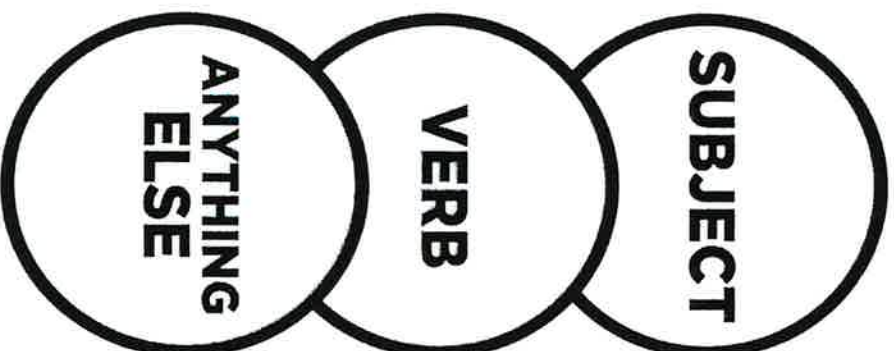 - Robin, Thae, Nancy hold class-7

Growth

- 30 Students August 2021
  - 0-23 Months = 9
  - 2-3 Years = 11
  - 4-5 Years = 6
  - 5+ = 4
- Summer 2022
  - 20 Students ages 6-13 years
- August 2022
  - 0-23 Months = 12 Students (infants)
  - 2-3 Years = 15 Students
  - 4-5 Years = 12
  - 5+ Years = 10 (Pilot Kindergarten Cohort)

Circling

- Who?
- Where?
- When?
- What?
- Why?

"Make a statement."

YES ?
"Yes!... Repeat correct statement."

EITHER/OR ?
"Yes!... Repeat correct statement."

NO ?
"No!... Negate incorrect statement.
Repeat correct statement."

INTERROGATIVE
"Yes!... Repeat correct statement.

SUBJECT **VERB** **ANYTHING ELSE**

Heart Butte District Framework

- Positive School Climate
- Consistent Routines
- School-Wide Behavioral Plan
- Bully Prevention Plan
- Attendance Matters
- Family Involvement

- Integrating Culture into Lessons
- School-Wide Blackfeet Language Use
- Cultural Core Value Instruction
- School-Wide Cultural Practices
- Youth Leadership
- Community Involvement

Safety

Self-Identify & Culture

Health & Wellbeing

Instruction

- Student Support Plan
- Trauma Informed & Restorative Practices
- Self-Care
- Community & Tribal Partnerships

- Learning Goals
- Effective Instructional Lesson
- Checking for Understanding
- Data Driven Instruction
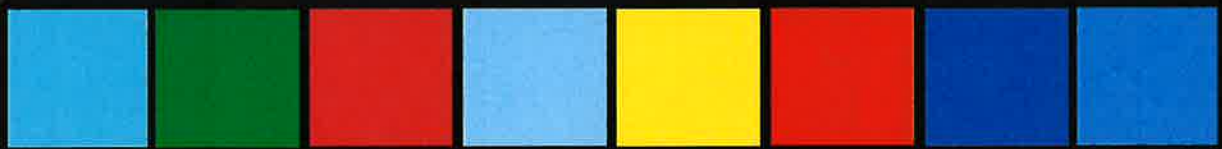- Culturally Responsive Pedagogy
- Attendance