



# NUUČAANUŁ 5 TO 12

---

*Integrated Resource Package 2009*



Copyright © 2009 Nuu-chah-nulth Tribal Council Member Groups, Ditidaht First Nation, School District 70 (Alberni) and School District 84 (Vancouver Island West)

## **COPYRIGHT NOTICE**

No part of the content of this document may be reproduced in any form or by any means, including electronic storage, reproduction, execution, or transmission without the prior written permission of the Nuu-chah-nulth Tribal Council, Ditidaht First Nation and School Districts 70 and 84.

## **LIMITED EXEMPTION TO NON-REPRODUCTION**

Permission to copy and use this print publication in part, or in its entirety, for non-profit educational purposes within British Columbia and the Yukon, is granted to teachers, administrators, employees of school boards, organizations who are members of the Education Advisory Council, and members of School Planning Councils providing direct or indirect educational programs to entitled students as identified by the *School Act* or the *Independent School Act* (or by applicable legislation in the Yukon).

**PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE**

Preface..... iii

**INTRODUCTION**

Principles of Learning..... 3  
 Rationale..... 3  
 The Nuučaanuŋ People ..... 4  
 Nuučaanuŋ Nations ..... 5  
 Nuučaanuŋ Dialects ..... 6  
 The Communicative –Experiential Approach ..... 7  
 Prescribed Learning Outcomes..... 8  
 Language-Learning Strategies..... 8  
 Curriculum Organizers..... 10  
 Integration with Other Curricula..... 11  
 Split Classes..... 11  
 Suggested Instructional Strategies..... 12  
 Suggested Assessment Strategies..... 12  
 Assessment in Nuučaanuŋ ..... 12  
 ESL Students and Second-Language Study ..... 13  
 Students with Special Needs and Second-Language Study ..... 14  
 Learning Resources ..... 15  
 Sample Protocols for Inviting Elders ..... 16

**THE NUUČAANUŊ 5 TO 12 CURRICULUM**

Grade 5..... 2  
 Grade 6..... 10  
 Grade 7..... 18  
 Grade 8..... 26  
 Grade 9..... 34  
 Grade 10..... 42  
 Grade 11..... 50  
 Grade 12..... 58  
 Introductory Nuučaanuŋ 11..... 67

**THE NUUČAANUŊ 5 TO 12 APPENDICES**

Appendix A: Prescribed Learning Outcomes..... A-2  
 Appendix B: Learning Resources..... B-3  
 Appendix C: Assessment and Evaluation..... C-3  
                   Assessment and Evaluation Samples..... C-9  
                   Generic Assessment Tools ..... C-69  
 Appendix D: Acknowledgements ..... D-3  
 Appendix E: Nuučaanuŋ Writing Systems ..... E-3



This Integrated Resource Package (IRP) provides basic information that teachers will require in order to implement the Nuučaanuŧ 5 to 12 curriculum. Brief descriptions of each section of the IRP follow.

## THE INTRODUCTION

The Introduction provides general information about the Nuučaanuŧ 5 to 12 curriculum, including special features and requirements. It also provides a rationale for teaching Nuučaanuŧ 5 to 12 in BC schools.

## THE NUUČAANUŧ 5 TO 12 CURRICULUM

The Nuučaanuŧ 5 to 12 curriculum is structured in terms of curriculum organizers. The main body of the IRP consists of four columns of information for each organizer. The columns include:

- prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- locally approved learning resources

### *Prescribed Learning Outcomes*

Prescribed learning outcomes are content standards for the provincial education system. Learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are the statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable or measurable terms. All learning outcomes complete the stem: “It is expected that students will...” Outcome statements have been written to enable teachers to use their experience and professional judgement when planning and evaluating. The outcomes are

benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgement of teachers, guided by provincial policy.

### *Suggested Instructional Strategies*

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies are suggestions only.

### *Suggested Assessment Strategies*

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies are suggestions only.

### *Locally Approved Learning Resources*

The learning resources in this IRP are materials that have been reviewed and evaluated by the members of the Nuučaanuŧ 5 to 12 development team, according to district policy. They are typically materials suitable for student use, but may also include information primarily intended for teachers. Teachers are encouraged to select those resources that they find most relevant and useful for their students. The resources listed in the curriculum section (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer, or provide unique support to specific topics. Appendix B contains a complete listing of all learning resources so far identified to support this curriculum.

## **THE APPENDICES**

A series of appendices provides additional information about the curriculum and further support for the teacher.

- *Appendix A* lists the curriculum organizers and the prescribed learning outcomes for each grade.
- *Appendix B* consists of general information on learning resources, including a complete annotated list of the learning resources that support this curriculum.
- *Appendix C* contains assistance for teachers related to provincial assessment and evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.
- *Appendix E* presents the writing systems for the Nuucaanuŕ language.

Grade → GRADE 5 • *Experiencing and Developing Creative Works* ←

Curriculum Organizer

**Prescribed Learning Outcomes**

The Prescribed Learning Outcomes column lists the specific learning outcomes for each curriculum organizer.

PREScribed LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>view, listen to and read creative works from the Nuučaan̓aaniŋ world</li> <li>respond to creative works in oral, visual and simple written forms</li> <li>respond to First Nations stories with moral messages</li> </ul>	<p>In the first years of language study, students' exposure to songs, rhymes, and picture books provides a source of original Nuučaan̓aaniŋ which is simple and repetitive, yet rewarding and stimulating. Student responses typically involve very little language: Students may be asked to draw, mime, move to music, or sing the chorus of songs.</p> <ul style="list-style-type: none"> <li>Students work in groups to illustrate a poem, nursery rhyme, song, or short story the class has learned. Using large paper, each group copies and illustrates a line of the work. The pages can be compiled in a class anthology and added to the class resource library. As an extension, students can make puppets of their favourite characters and use them in vignettes.</li> <li>Play a recorded <i>lahal</i> song from a Nuučaan̓aaniŋ region. Have students identify as much vocabulary as possible and brainstorm in order to determine meaning. Once the meaning is determined, replay the song and have students learn to sing it. Draw students' attention to Nuučaan̓aaniŋ pronunciation and intonation. Students could then create actions to go along with the words, or use musical instruments to accompany the rhythm of the song.</li> <li>Invite a community member who has the responsibility for a traditional Nuučaan̓aaniŋ dance to present a demonstration of the dance and associated regalia, or agree to be videotaped doing the dance. (The teacher should follow the appropriate protocol for the community when inviting the guest.) Invite students in small groups to learn a few basic steps and present their steps to the rest of the class.</li> <li>Invite students to create a simple poem in Nuučaan̓aaniŋ, or use classroom resources to translate a poem they have written in English.</li> <li>Read or relate a Nuučaan̓aaniŋ story with a moral – e.g., <i>She Turned Into A Bluejay</i>, and invite students to convey what they have learned in a format of their choice – e.g. orally, with a labelled drawing.</li> </ul>

**Suggested Instructional Strategies**

The Suggested Instructional Strategies column suggests a variety of instructional approaches, including group work, problem solving, and the use of technology. Teachers should consider these as examples they might modify to suit the developmental level of their students.

Grade → GRADE 5 • *Experiencing and Developing Creative Works* ←

Curriculum Organizer

**Suggested Assessment Strategies**

The Suggested Assessment Strategies offer a wide range of assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	SUGGESTED LEARNING RESOURCES
<p>Student assessment at this level focuses on participation and response. As students become familiar with a particular work and with that genre of creative works, they respond with increased confidence and pleasure. Response activities at this level involve representations with minimal linguistic demands. Criteria for assessment emphasize participation and engagement with the culture and creative processes, as well as risk-taking with the language.</p> <ul style="list-style-type: none"> <li>When groups of students illustrate a creative work, note the extent of their:                         <ul style="list-style-type: none"> <li>group communication skills</li> <li>engagement in the task</li> <li>interest in and enthusiasm for the original work</li> <li>interest in their classmates' illustrations</li> <li>ability to capture the meaning of the original work</li> </ul> </li> <li>After students have created their puppet characters, note the extent to which they:                         <ul style="list-style-type: none"> <li>are able to use the puppets to communicate effectively</li> <li>show respect for the work of their classmates</li> </ul> </li> <li>As students learn Nuučaan̓aaniŋ songs or stories, or present examples of Nuučaan̓aaniŋ dances, look for evidence that they are:                         <ul style="list-style-type: none"> <li>taking risks to sing in Nuučaan̓aaniŋ or dance in Nuučaan̓aaniŋ styles</li> <li>curious about the meanings of the songs or dances</li> <li>trying to match their interpretations (gestures and expressions) to the meanings or moods of the song, story, or dance</li> <li>attentive and responsive to other students' interpretations</li> <li>willing to extend or repeat the activity (e.g., adding props to their performances, voluntarily using the lyrics or dance steps in subsequent activities)</li> </ul> </li> </ul>	<p>The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.</p>  <p><i>Nuučaan̓aaniŋ Elders and Speakers</i></p>  <p><i>Print Materials:</i></p> <ul style="list-style-type: none"> <li><i>Muutsik, The Flood</i></li> <li><i>Muu-Chah-Nuith Phrase Book and Dictionary - Barkley Sound Dialect</i></li> <li><i>Our World – Our Ways</i></li> <li><i>Saasin Hitačinkšik Čikwatin Hummingbird Challenges Eagle</i></li> <li><i>She Turned Into A Bluejay</i></li> </ul>

**Learning Resources**

The Learning Resources column is an alphabetical list by media type of the resources that support the prescribed learning outcomes. A complete list including a short description of each resource, its media type, and distributor is found in Appendix B of the IRP.

