



# APPENDICES

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*Nuučaanuŋ 5 to 12*





# APPENDIX A

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*Prescribed Learning Outcomes*

**APPENDIX A: PRESCRIBED LEARNING OUTCOMES**

**COMMUNICATING**

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• recognize and pronounce Nuučaanuṯ speech sounds</li> <li>• communicate likes and dislikes in simple words</li> <li>• respond to simple questions and commands – e.g., <i>waasak λiisyak?</i> (Where is your pencil?) <i>hʔiyaqλiś λiisacum.</i> (It's in the desk.) <i>ʔaqcahʔi nunuuk.</i> (Sing loudly.)</li> <li>• respond to classroom instructions – e.g., <i>Nāʔatah.</i> (Listen.) <i>Tiqʔaasiʔiċ.</i> (Everyone sit down!)</li> <li>• express basic concepts of number – e.g., <i>ʔaλa naks qasii.</i> (I have two eyes.)</li> <li>• recognize and describe animal names and actions</li> <li>• ask for help</li> <li>• recognize and read aloud simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• exchange simple greetings</li> <li>• communicate wants, needs, likes and dislikes in simple phrases - e.g., <i>kuk</i> (masculine) /<i>ċiiś</i> (feminine) (I need the washroom.) [Yuuʔuʔiʔath]</li> <li>• use and respond to questions and commands</li> <li>• follow a short set of instructions</li> <li>• exchange information in phrases and short, simple sentences</li> <li>• describe common objects</li> <li>• ask for specific help - e.g., <i>ʔaakšiʔis hupii ʔahkuu yaaqtakqs.</i> (Please help me with what I am working on.) [ʔiihatisʔath]</li> <li>• make simple suggestions</li> <li>• read basic phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• use and respond to greetings and expressions of politeness</li> <li>• communicate wants and needs politely</li> <li>• ask and respond to questions</li> <li>• respond to instructions involving several objects or actions</li> <li>• exchange information about day-to-day situations, events and activities</li> <li>• ask for specific help – e.g., <i>Pawaλaʔmah qucyak.</i> (I lost my pen.) [Huuʔiiʔath]</li> <li>• make suggestions</li> <li>• read simple phrases proficiently</li> <li>• use Nuučaanuṯ while working with others to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• recognize gestures and expressions that accompany requests</li> <li>• communicate wants and needs politely, using complete sentences</li> <li>• ask and respond to questions, using complete sentences</li> <li>• give instructions in a respectful way</li> <li>• express certainty and uncertainty</li> <li>• exchange information about family members, day-to-day situations, events and activities</li> <li>• read and produce short messages that provide information</li> <li>• use appropriate Nuučaanuṯ expressions and phrases for informal conversation</li> </ul>

COMMUNICATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• recognize and use gestures and expressions that accompany requests</li> <li>• communicate wants and needs politely, using complete sentences</li>   <li>• ask for and give information and clarification</li>   <li>• give and respond to instructions involving several objects and/or actions</li>   <li>• exchange opinions and preferences, giving reasons</li>   <li>• read simple sentences proficiently</li> <li>• participate in conversations that include past, present and future actions and events</li> </ul>	<ul style="list-style-type: none"> <li>• ask for and give information and clarification</li>   <li>• give a set of instructions with appropriate sequence, rules, conditions and imperatives</li>   <li>• discuss options and preferences using words for possibility, comparison, contrast and cause</li> <li>• describe or narrate an experience, event or situation with supporting detail</li>   <li>• read connected messages (e.g., stories, articles)</li> <li>• interact in conversations that include past, present and future actions and events</li> </ul>	<ul style="list-style-type: none"> <li>• ask for and give information and assistance</li>   <li>• exchange information and opinions about social issues which affect them, giving reasons</li> <li>• describe or narrate events, experiences or situations, using appropriate time referents</li> <li>• use appropriate language structures to give advice</li>   <li>• use a range of vocabulary and expressions in past, present, and future</li> </ul>	<ul style="list-style-type: none"> <li>• ask for and give detailed information and assistance</li> <li>• seek the input of those who are experienced in the area of discussion</li> <li>• attempt to reformulate the ideas of others to enable consensus</li>   <li>• solicit and offer information, ideas, thoughts and points of view, giving reasons and supporting details</li> <li>• discuss short- and long-term plans, goals, and intentions, using appropriate time referents and conjunctions</li>   <li>• use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future</li> </ul>



**ACQUIRING INFORMATION**

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• extract and record relevant information from Nuučaanuŋ language resources to meet information needs</li> <li>• follow appropriate protocol for collecting information from cultural resource people</li> <li>• determine how to find, record and display information</li> <li>• explain researched information in oral, visual, and written forms</li> <li>• acknowledge sources appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• extract, retrieve and process information from Nuučaanuŋ language resources to complete authentic tasks</li> <li>• follow appropriate protocol for collecting information from cultural resource people</li> <li>• determine how to find, record and display information</li> <li>• explain researched information in oral, visual and written forms</li> <li>• acknowledge sources appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• record and organize relevant information from Nuučaanuŋ resources to fit a research need</li> <li>• follow appropriate protocol for collecting information from cultural resource people</li> <li>• identify forms of communication chosen to match a purpose and audience</li> <li>• summarize and use acquired information in oral, visual, and written forms</li> <li>• follow protocol for acknowledging sources</li> </ul>	<ul style="list-style-type: none"> <li>• record, analyze and organize relevant information from Nuučaanuŋ resources to fit a research need</li> <li>• follow appropriate protocol for collecting information from cultural resource people</li> <li>• identify forms of communication chosen to match a purpose and audience</li> <li>• condense, synthesize and use acquired information in oral, visual, and written forms</li> <li>• follow protocol for acknowledging sources</li> </ul>

**EXPERIENCING AND DEVELOPING CREATIVE WORKS**

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• view, listen to and read creative works from the Nuučaan̓uʔ world</li> <li>• respond to creative works in oral and visual forms</li> <li>• respond to First Nations stories with moral messages</li> </ul>	<ul style="list-style-type: none"> <li>• view, listen to and read creative works in Nuučaan̓uʔ</li> <li>• respond to creative works in oral and visual forms</li> <li>• demonstrate an understanding of the main idea of a Nuučaan̓uʔ story or song</li> <li>• show a relevant connection to a character or situation in moral stories.</li> </ul>	<ul style="list-style-type: none"> <li>• view, listen to, and read creative works in Nuučaan̓uʔ</li> <li>• respond to creative works in oral, visual and simple written forms</li> <li>• demonstrate an understanding of key details of a Nuučaan̓uʔ story or song</li> <li>• show a relevant connection to the problem faced by the main character in moral stories</li> </ul>	<ul style="list-style-type: none"> <li>• view, listen to, and read authentic creative works in Nuučaan̓uʔ</li> <li>• respond to creative works in oral, visual and written forms</li> <li>• demonstrate an understanding of the details of a Nuučaan̓uʔ story or song</li> <li>• show a relevant connection to the problem faced by the main character in moral stories</li> <li>• read or recite stories, poems, or songs aloud</li> </ul>



**EXPERIENCING AND DEVELOPING CREATIVE WORKS**

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• view, listen to, and read authentic creative works in Nuučaanuŋ</li> <li>• respond to creative works in oral, visual and written forms</li> <li>• demonstrate an understanding of the conclusions drawn from a Nuučaanuŋ story</li> <li>• identify the dilemma or conflicts faced by the main character in moral stories</li> <li>• read or recite traditional stories, poems, or songs aloud</li> </ul>	<ul style="list-style-type: none"> <li>• view, listen to, and read authentic creative works in Nuučaanuŋ</li> <li>• reflect on and respond to creative works in oral, visual and written forms</li> <li>• demonstrate an understanding of the conclusions drawn from a Nuučaanuŋ story</li> <li>• identify the dilemma or conflicts and resolution faced by the main character in moral stories</li> <li>• retell a traditional story orally</li> </ul>	<ul style="list-style-type: none"> <li>• view, listen to, and read authentic creative works in Nuučaanuŋ</li> <li>• reflect on and respond to creative works in oral, visual and written forms</li> <li>• demonstrate comprehension of the main idea and details of a Nuučaanuŋ story</li> <li>• identify and reflect on lessons learned from moral stories</li> <li>• recognize storytelling techniques used for effectiveness of presentation</li> <li>• retell a traditional story, orally or in writing</li> </ul>	<ul style="list-style-type: none"> <li>• view, listen to, and read authentic creative works in Nuučaanuŋ</li> <li>• reflect on and respond to creative works in oral, visual and written forms</li> <li>• demonstrate an in-depth understanding of the main idea and details of a Nuučaanuŋ story</li> <li>• identify and discuss lessons learned from moral stories</li> <li>• recognize and use storytelling techniques for effectiveness of presentation</li> <li>• retell a traditional narrative, orally or in writing</li> </ul>

**APPENDIX A: PRESCRIBED LEARNING OUTCOMES**

**UNDERSTANDING CULTURAL INFLUENCES**

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• recognize and use expressions and compliments that encourage others</li> <li>• recognize and use words to identify immediate family and community relationships, and place names</li> <li>• use appropriate vocabulary and expressions for interacting with members of the Nuučaanuŋ community</li> <li>• identify Aboriginal cultures from Vancouver Island</li> </ul>	<ul style="list-style-type: none"> <li>• use expressions and compliments that encourage others</li> <li>• use appropriate vocabulary for family relationships and place names</li> <li>• use appropriate expressions for interacting with members of the Nuučaanuŋ community</li> <li>• identify and compare Aboriginal cultures from Vancouver Island</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate vocabulary to discuss family relationships and significant place names</li> <li>• determine what can be talked about or asked when Elders are present to share their knowledge</li> <li>• respond appropriately to questions from an Elder or teacher</li> <li>• identify and compare Aboriginal cultures from British Columbia</li> <li>• recognize appropriate protocols regarding family responsibilities and placement of special participants during a feast or ceremony</li> <li>• recognize and use appropriate terms to refer to gender</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate vocabulary and expressions to discuss family relationships and significant place names</li> <li>• determine what can be talked about or asked when Elders are present to share their knowledge</li> <li>• respond appropriately to questions from an Elder or teacher</li> <li>• identify and compare Aboriginal cultures from across Canada</li> <li>• follow appropriate protocols regarding family responsibilities and placement of special participants during a feast or ceremony</li> <li>• recognize gestures and expressions that accompany the giving of gifts to friends and Elders</li> <li>• use appropriate terms to refer to gender</li> </ul>

UNDERSTANDING CULTURAL INFLUENCES

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• identify and record names of places that are important to their families</li> <li>• use Nuučaañuŕ to participate in traditional cultural activities and games</li> <li>• use appropriate register to interact with Elders or teachers</li> <li>• distinguish similarities and differences between Nuučaañuŕ customs and those of other Canadian Aboriginal cultures</li> <li>• recognize and use gestures and expressions that accompany the giving of gifts to friends and Elders</li> <li>• identify and describe ways that Nuučaañuŕ and other languages have influenced each other</li> </ul>	<ul style="list-style-type: none"> <li>• identify and record names of places that are important to their families and communities</li> <li>• use Nuučaañuŕ to participate in traditional cultural activities and games</li> <li>• use appropriate register to converse with Elders or teachers</li> <li>• distinguish similarities and differences between Nuučaañuŕ customs and those of other Canadian Aboriginal cultures</li> <li>• contribute to the preparation of a potlatch or cultural feast</li> <li>• identify examples of puns and jokes</li> </ul>	<ul style="list-style-type: none"> <li>• use Nuučaañuŕ to participate in traditional cultural activities and community events</li> <li>• converse with an unfamiliar speaker, using appropriate register - e.g., formal register, informal register, etc.</li> <li>• identify the contributions of Nuučaañuŕ people to the world</li> <li>• demonstrate an understanding of regalia used during celebrations and ceremonies</li> <li>• demonstrate understanding and acknowledgement of Nuučaañuŕ dialects</li> <li>• identify examples of implied or indirect language</li> <li>• identify and explain the construction and purpose of puns and jokes</li> </ul>	<ul style="list-style-type: none"> <li>• use positive language to create balance and make informed decisions</li> <li>• use Nuučaañuŕ to participate in traditional cultural activities and community events</li> <li>• use appropriate language, expressions, and registers (including formal, informal, and storytelling registers) in cultural contexts</li> <li>• demonstrate understanding and acknowledgement of Nuučaañuŕ dialects</li> <li>• identify examples of implied or indirect language, and explain their purpose - e.g., hedging, avoidance.</li> <li>• demonstrate an understanding and appreciation of spontaneous humour in appropriate social situations.</li> </ul>

<b>Introductory Nuučaanuŋ 11</b>	
<b>COMMUNICATING ORALLY</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• recognize and pronounce Nuučaanuŋ speech sounds</li> <li>• recognize and use greetings and expressions of politeness</li> <li>• communicate likes, dislikes, desires, and emotions, giving simple reasons</li> <li>• ask for and give information and clarification</li> <li>• give and respond to instructions</li> <li>• describe and exchange information about activities, people, places, and things</li> <li>• ask for specific help - e.g., <i>Łaakšiʔis hupii ʔahkuu yaaqtakqs. (Please help me with what I am working on.)</i> [ʔiihatisʔath]</li> <li>• make suggestions and requests</li> <li>• read phrases, sentences, and connected messages</li> <li>• participate in conversations that include past, present and future actions and events</li> </ul>
<b>ACQUIRING INFORMATION</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• extract, record, and organize relevant information from Nuučaanuŋ resources to meet information needs</li> <li>• recognize and use appropriate protocol for collecting information from cultural resource people</li> <li>• determine how to find, record and display information</li> <li>• convey acquired information in oral, visual, and simple written forms</li> <li>• acknowledge sources appropriately</li> </ul>
<b>EXPERIENCING AND DEVELOPING CREATIVE WORKS</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• view, listen to, and read authentic creative works from Nuučaanuŋ culture</li> <li>• reflect on, discuss, and respond to creative works in oral, visual and simple written forms</li> <li>• demonstrate comprehension of the main idea and significant details of a Nuučaanuŋ story or song</li> <li>• show a relevant connection to the problem faced by the main character in moral stories</li> <li>• retell a traditional story orally</li> </ul>
<b>UNDERSTANDING CULTURAL INFLUENCES</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• recognize and use expressions and compliments that encourage others</li> <li>• use appropriate vocabulary and expressions to discuss family relationships and significant place names</li> <li>• use Nuučaanuŋ to participate in traditional cultural activities and games</li> <li>• use appropriate register to interact with Elders or teachers</li> <li>• distinguish similarities and differences between Nuučaanuŋ customs and those of other Canadian Aboriginal cultures</li> <li>• follow appropriate protocols regarding family responsibilities and placement of special participants during a feast or ceremony</li> <li>• recognize gestures and expressions that accompany the giving of gifts to friends and Elders</li> <li>• recognize and use appropriate terms to refer to gender</li> <li>• contribute to the preparation of a potlatch or cultural feast</li> <li>• identify and describe ways that Nuučaanuŋ and other languages have influenced each other</li> </ul>