



CURRICULUM

Nuučaañuŕ 5 to 12

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> recognize and pronounce Nuučaanuŋ speech sounds communicate likes and dislikes in simple words respond to simple questions and commands – e.g., <i>waasak xiisyak?</i> (Where is your pencil?) <i>h?iyaaqxiš xiisacum.</i> (It's in the desk.) <i>?aqcah?i nunuuk.</i> (Sing loudly.) respond to classroom instructions – e.g., <i>Na?atah!</i> (Listen.) <i>Tiq?aasi?iç.</i> (Everyone sit down!) express basic concepts of number – e.g., <i>?axa naks qasii.</i> (I have two eyes.) recognize and describe animal names and actions ask for help recognize and read aloud simple words and phrases 	<p>For many students, this is their first exposure to a second language. Because Grade 5 sets the stage for years to come, it is important that the experience be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, and “play” with the language. Routinely give classroom instructions in Nuučaanuŋ instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.</p> <ul style="list-style-type: none"> Introduce students to the Nuučaanuŋ names for local birds – e.g., <i>kaa?in</i> ‘crow’, <i>qu?ušin</i> ‘raven’, <i>q?inii</i> ‘seagull’ – and provide opportunities for students to observe and listen to these birds in the community. Then challenge students to imitate the sounds and movements of the birds and observe how their Nuučaanuŋ names reflect their calls. Have students interview partners to obtain information such as name, age, likes, and dislikes. Students then introduce their partners to the class, using the following format: <ul style="list-style-type: none"> <i>?uh ?iis ?ah ?uušhyums _____.</i> (This is my friend / relative, _____.) <i>_____ -?ath?iis / _____ -?aqsup ?iis</i> (He is from _____ / She is from _____.) <i>?uupap? ?iis xapças.</i> (He/she likes <u>barbecued salmon</u>.) <i>Wiipap? ?iis k?aapii.</i> (He/she doesn't like <u>coffee</u>.) <i>?uupap? ?iis na?atah _____.</i> (He / she likes to listen to [<u>type of music, singer</u>].) <i>?uupap? ?iis tupkak muçičtup.</i> (He/she likes <u>black</u> clothing.) Provide students with photographs or drawings of common objects and ask them to name each pictured object in Nuučaanuŋ - e.g., <ul style="list-style-type: none"> <i>?aqaqh ?ah?</i> (What is this?) <i>xiisyak ?iis ?ahnii.</i> (That is a pencil.) Open the day with Calendar Time in Nuučaanuŋ. Present seasonal poems, celebrate birthdays, and ask students to respond to questions on the season, weather, temperature, and how they are feeling. <ul style="list-style-type: none"> <i>?aaqin?aaxh náas?</i> (What is the day like? [weatherwise]) <i>xupaa ?iis náas.</i> (It is a warm / sunny day.) <i>Miixaa ?iis náas.</i> (It is a rainy day.) <i>K?isaa ?iis náas.</i> (It's snowing today.) <i>Kacaa ?iis náas.</i> (It's hailing today.) [Nuučaaŋ?ath] <i>Yu?i ?uh ?iis xupaa ?iis.</i> (It is windy but warm.) <i>Yu?i ?uh ?iis maŋaa ?iis.</i> (It is windy and cold.)

SUGGESTED ASSESSMENT STRATEGIES

At this level, students often feel awkward attempting to communicate in a new language. In a supportive environment, they can begin to feel more comfortable and gain satisfaction from exploring and demonstrating their new skills. Assessment should encourage risk-taking and participation, rather than emphasize correctness.

- When students introduce their partners to the class, note the extent to which they:
 - follow the pre-framed model provided
 - include a new or interesting detail about their partner
 - approximate pronunciation of Nuučaanuŋ words and phrases learned in class
 - listen attentively to classmates' presentations

- As students engage in communication activities, observe and note the extent to which they:
 - listen actively to follow instructions
 - choose the appropriate expression from those they have practiced
 - take risks to speak in Nuučaanuŋ
 - experiment with Nuučaanuŋ sounds and words
 - participate willingly in classroom activities in Nuučaanuŋ
 - support and encourage each other

- After students have been introduced to new vocabulary and structures, note the extent to which they comprehend the spoken word by accurately representing it through models, illustrations, and actions.

SUGGESTED LEARNING RESOURCES

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.



Audio Resources:

- *Nuučaanuŋ Phonetic Alphabet*



Nuučaanuŋ Elders and Speakers



Print Materials:

- *Huksaa, Nuučaanuŋ Counting Book*
- *Nuučaanuŋ Alphabet & Sounds They Make*
- *Nuučaanuŋ Phonetic Alphabet*
- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: ȚaaȚaaqsapa Cultural Dictionary*
- *An Introduction to Nitinaht Language and Culture*



Videos:

- *Nuu-chah-nulth Language Lesson #1 & #2*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify key information from Nuučaanuŋ sources • express acquired information in oral and visual forms 	<p>Students at this level already use a variety of strategies for accessing information in their first languages. By identifying these strategies, they can use them more effectively in Nuučaanuŋ and become more confident when working with Nuučaanuŋ materials.</p> <ul style="list-style-type: none"> • After introducing animal vocabulary, invite a guest to present a Nuučaanuŋ legend about an animal and its habitat. Ask students to draw animals from the region in their natural habitats, and label them in Nuučaanuŋ. Invite students to participate in a survey to determine which of these animals most class members have seen in the wild. • Provide students with a selection of greeting cards for a chosen celebration (e.g., birthday, Father’s Day, Mother’s Day). Have students identify common Nuučaanuŋ expressions and use them to create cards for classmates or family members, either on paper or on the computer. • Sing a Nuučaanuŋ song – e.g., <i>nisma nuka kwat yaht ee-I-ee-I-oo (Old McDonald had a Farm)</i>– or invite a Nuučaanuŋ composer to sing his / her song to the class. Have students illustrate key words in the song. Students could then create posters based on the song. • After introducing key vocabulary for traditional foods and cooking utensils, invite an Elder to demonstrate preparing fish for smoking, using Nuučaanuŋ. Have students enter the information they learn in their journals in simple Nuučaanuŋ, with sketches and labels. • Review colour vocabulary and provide students with strips of paper divided into ten blocks. Ask students to correctly interpret instructions - e.g., <i>?a?ha?i ?iisa?a?ap ?uu?wa? tupkuk. (Paint two blocks with black.)</i> • Play a recording of an Elder telling a simple story in Nuučaanuŋ. Have students listen for key words, and explain what they think the story is about. Then replay or retell the story and work with students to confirm their predictions. • Have students use a sample timetable in Nuučaanuŋ to extract information about a student’s school day. Ask each student to prepare his or her own timetable in Nuučaanuŋ, noting subjects and teacher(s). Students could display their timetables on a bulletin board.

SUGGESTED ASSESSMENT STRATEGIES

Assessment of the prescribed learning outcomes for this organizer focuses on students' ability to acquire the information they need to perform the assigned tasks. Tasks should be designed to allow students to represent the information they have acquired without necessarily using spoken or written language.

- As students work with Nuučaanuŋ materials (e.g., animal pictures, songs, oral legends) and gather information, look for evidence that they are able to:
 - recognize key information
 - understand words and phrases that are repeated frequently in the same context
 - anticipate familiar or repeated patterns
 - recognize and make generalizations about Nuučaanuŋ spelling and word-building patterns
 - use pictures to make predictions about the language
- To assess students' greeting cards, consider the extent to which they:
 - visually convey the message
 - use appropriate expressions
 - provide complete information
- When students create pictures or posters, assess the extent to which they:
 - reproduce key vocabulary accurately
 - include supporting details in the form of illustrations, graphics, photos, or symbols
- As students watch the demonstration of fish preparation and work on their sketches to illustrate what they learned, observe the extent to which they:
 - listen actively
 - recognize words or identify key information
 - use strategies for discovering the meaning of unfamiliar words
 - approach tasks with confidence
 - clearly represent acquired information
 - use Nuučaanuŋ words to label their work
 - are able to describe their work orally
- At the end of each class, have students note in their journals two or three things they have learned that day – e.g., new Nuučaanuŋ words or phrases, interesting facts.

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:



- *Hooves, Fins and Roots: Plants and Animals of the Central Region Nuu-Chah-Nulth*
- *Our World – Our Ways: Țaataaqsapa Cultural Dictionary*
- *Q^w q^w iitaqck^w i^w a^w Țu^w u^w ŝtaq Țu^w u^w iih q^w Ți^w aq^w Țitq ha^w uk Țah^w aa^w a^w Țasyak^w i^w hamuthtin: What the Hupačasath Did During the Four Seasons, How They Worked on Getting Food and Tools Made From Bones*



Web Resources:

- *FirstVoices*: <http://www.firstvoices.ca>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to and read creative works from the Nuučaanuŋ world • respond to creative works in oral, visual and simple written forms • respond to First Nations stories with moral messages 	<p>In the first years of language study, students’ exposure to songs, rhymes, and picture books provides a source of original Nuučaanuŋ 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"> • 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. • Play a recorded <i>lahal</i> song from a Nuučaanuŋ 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 Nuučaanuŋ 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. • Invite a community member who has the responsibility for a traditional Nuučaanuŋ 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. • Invite students to create a simple poem in Nuučaanuŋ, or use classroom resources to translate a poem they have written in English. • Read or relate a Nuučaanuŋ story with a moral – e.g., <i>X^waašx^wiipšik: 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.

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"> • When groups of students illustrate a creative work, note the extent of their: <ul style="list-style-type: none"> - group communication skills - engagement in the task - interest in and enthusiasm for the original work - interest in their classmates' illustrations - ability to capture the meaning of the original work • After students have created their puppet characters, note the extent to which they: <ul style="list-style-type: none"> - are able to use the puppets to communicate effectively - show respect for the work of their classmates • As students learn Nuučaanuŋ songs or stories, or present examples of Nuučaanuŋ dances, look for evidence that they are: <ul style="list-style-type: none"> - taking risks to sing in Nuučaanuŋ or dance in Nuučaanuŋ styles - curious about the meanings of the songs or dances - trying to match their interpretations (gestures and expressions) to the meanings or moods of the song, story, or dance - attentive and responsive to other students' interpretations - willing to extend or repeat the activity (e.g., adding props to their performances, voluntarily using the lyrics or dance steps in subsequent activities) 	<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> <div style="text-align: center;">  <p><i>Nuučaanuŋ Elders and Speakers</i></p> </div> <div style="text-align: center;">  <p>Print Materials:</p> <ul style="list-style-type: none"> • <i>Muuŋšič, The Flood</i> • <i>Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect</i> • <i>Our World – Our Ways: Țaaŋaaqsapa Cultural Dictionary</i> • <i>Saasin Hitačinksič Țixwatin Hummingbird Challenges Eagle</i> • <i>X^waašx^wipšič: She Turned Into A Bluejay</i> </div>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> recognize and use expressions and compliments that encourage others recognize and use words to identify immediate family and community relationships, and place names use appropriate vocabulary and expressions for interacting with members of the Nuučaanuŋ community identify Aboriginal cultures from Vancouver Island 	<p>It is important to establish an atmosphere of mutual respect in the classroom to encourage students to share backgrounds and traditions. The focus should be on students' participation in identifying Nuučaanuŋ regions on Vancouver Island, and their growing awareness of Nuučaanuŋ culture.</p> <ul style="list-style-type: none"> After introducing vocabulary to describe family relationships, have students prepare simple family trees identifying themselves and their parents, and present them to the class – e.g., <i>ʔuh siiš _____ . (I am _____.)</i> <i>_____ ʔuh ʔuks ʔumiqsu. (_____ is my mother.)</i> <i>_____ ʔuh ʔuks ʔuwiiqsu. (_____ is my father.)</i> As an extension, have students in pairs ask and respond to questions about their families - e.g., <i>Caa qumaa ʔakik ʔačumsyʔiqsu ʔuh ʔiʂ ʔučmuup?</i> <i>(How many brothers and sisters do you have?)</i> Invite students to ask Elders in their family or community to share Nuučaanuŋ place names. Students could use a pre-framed question, e.g. - <i>ʔaʔaqičiʔ hin Port Alberni ciiqciqasa?</i> <i>(What do you call Port Alberni in our language?)</i> - <i>Čuumuʕaas ʔukʔa ʔak niʂ.</i> <i>(We call it Čuumuʕaas.)</i> Introduce students to appropriate language and protocol for inviting an Elder into the classroom and explaining the purpose of the invitation. Provide opportunities for students to practice throughout the year – e.g., those with birthdays in a month could be responsible for inviting a grandparent or other family member to take part in the class's monthly birthday celebration. Students could make invitation cards and use them as cue cards for inviting their relatives orally – e.g., <i>Hinatmas suutiʔ Nan _____</i> <i>(I am inviting you, Grandma/Grandpa _____)</i> <i>kiiks ʔuh ʔiʂ tiʔ ʔiic ʔaqʔniʂ</i> <i>(... to have cakes and tea with us.)</i> <i>Waasiqʔ hiʔ ʔiisuwiʔ ʔamiiʔik ʔaqʔʔi</i> <i>(Where? At the school, tomorrow,)</i> <i>Waasqʔii Nuunuučaʔaʔ qun.</i> <i>(when we have our Nuučaanuŋ language class.)</i> The other students could serve tea and birthday cake to the guests, using Nuučaanuŋ phrases they have practiced – e.g. <i>ʔah kuuʔakic kiik.</i> <i>(Here is your cake.)</i>

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focuses on students' participation in cultural activities and their increasing awareness of Nuučaañuŧ culture. Much of their awareness will be demonstrated in graphic and visual formats, with some commentary in English.

- When students present their family trees, note the extent to which they:
 - include key information about their families
 - attempt to engage their classmates' interest
 - respond to questions appropriately
 - ask questions to extend their understanding of their classmates' presentations
 - listen attentively
 - support and encourage one another
- When students have researched Nuučaañuŧ place names and Aboriginal cultures on Vancouver Island, ask them to respond (in English) to prompts such as:
 - The most important thing I learned was _____.
 - I was surprised that _____.
 - I would like to learn more about _____.
- To assess students' invitation cards, consider the extent to which students:
 - convey meaning in Nuučaañuŧ by combining pictures, words, and actions
 - present key words in Nuučaañuŧ
- When students offer tea and cake to their guests, look for evidence that students:
 - select appropriate Nuučaañuŧ phrases from those they have practiced
 - include appropriate expressions of politeness
 - approximate Nuučaañuŧ pronunciation
 - are understood by the guests

SUGGESTED LEARNING RESOURCES

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.



Nuučaañuŧ Elders and Speakers



Print Materials:

- *Eagle's Reflection and Other Northwest Coast Stories*
- "I am ..." Tree – blackline master
- *Muuŧšix̱, The Flood*
- *Nootkan Band Names*
- *Saasin Hitačinksiŧ Čixwatin Hummingbird Challenges Eagle*



Videos:

- *The Story of the Coast Salish Knitters*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • exchange simple greetings • communicate wants, needs, likes and dislikes in simple phrases - e.g., <i>kuk</i> (masculine) /<i>čiiš</i> (feminine) (I need the washroom.) • use and respond to questions and commands • follow a short set of instructions • exchange information in phrases and short, simple sentences • describe common objects • ask for specific help - e.g., <i>Łaakši?is hupii ?ahkuu yaaqtakqs.</i> (Please help me with what I am working on.) [ʔiihatis?ath] • make simple suggestions • read basic phrases and sentences 	<p>The emphasis at this level is on continuing to help students develop positive attitudes to learning and using Nuučaanuŕ. Students may feel successful using the Nuučaanuŕ they learned in Grade 5, but need the challenge of new topics and new situations. Interactions with partners and small groups are more frequent. Pre-framed models continue to help students express their ideas.</p> <ul style="list-style-type: none"> • Provide opportunities for students to hear simple greetings and expressions of politeness - e.g., begin lessons with <i>?uu?uuquk ma.</i> (It's a beautiful day.) [ʔiihatis?ath] <i>Čačimħisahakq?aa?</i> (Are you well?). Have students create posters or a mural of greetings and expressions they have learned – e.g., <i>ħeekoo</i> (thank you), <i>čuu</i> (goodbye). • Using pre-framed models, have students role-play using greetings and expressions of politeness – e.g., <ul style="list-style-type: none"> A. <i>?uklaamah _____ . ?ačaqłahak _____ ?</i> (My name is _____. What's your name?) B. <i>?uklaamah _____ . Čačimħisahakq?aa?</i> (My name is _____. Are you OK?) A. <i>Haa?a wiikšahisamah. Čačimħisahakq?aa?</i> (Yes, I am OK. And you?) • Provide students with opportunities to express wants and needs. For example, students could draw pictures of five things they need for school and label them with simple sentences • Ask students to work in pairs to practice using and responding to questions and commands. Students could use vocabulary cards, books, or photos they have brought to class as prompts – e.g., <ul style="list-style-type: none"> <i>?aqaqħa ?ah?</i> (What is that?) <i>Cixwatin ma</i> (It's an eagle.) <i>?ačaqħa?ah?</i> (Who is that?) <i>Niqiiksakah</i> (He's my uncle.) <i>?uħ?ahak</i> (Is that you?) <i>Haa?a ?uħ?alah</i> (Yes, it's me.) <i>?aqaathħak?(masc.) ?aqaqsupħak? (fem.)</i> (Where are you from?) <i>Yuulu?it?athah.</i> (I am from Ucluelet.) <i>ħasiik?a?ħin?</i> (Are we finished now?) • Relate a simple sequence of three or four steps orally, and have students demonstrate their understanding by miming the actions requested. • Invite students to prepare a brief description of a cultural item (e.g., traditional clothing, cooking utensils, carving tools), using simple adjectives. • Working with partners, have students practice making simple suggestions and acting them out.

SUGGESTED ASSESSMENT STRATEGIES

Assessment activities at this level should support students as they develop comfort and confidence in their emerging language skills. Students’ enjoyment of language learning is a continuing priority. Students are expected to take risks and individualize their experiences, attempting to use previously learned structures. Assessment focuses on students’ participation in speaking, listening, and viewing activities. Students demonstrate their learning orally and through visual representations.

- To assess students’ abilities in a role-play or other oral interaction, note the extent to which they are able to:
 - use structures and vocabulary they have practiced
 - reproduce or approximate pronunciation of the more familiar words they use
 - use appropriate intonation or emphasis
 - smoothly say phrases they have practiced, pausing after phrases or groups of words
 - recognize the difference between formal and informal forms of address

- To assess students’ abilities in classroom oral activities, bring the class together to talk about how effectively they were able to use familiar structures and vocabulary in a new situation:
 - Which parts of the activity went well?
 - Did they obtain the information they wanted?
 - Which questions were most difficult to ask? Why?
 - How did they help others get the information they wanted? How did others help them?
 - What did they notice about their use of Nuučaanuŋ

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:

- *Huksaa, Nuučaanuŋ Counting Book*
- *Nuučaanuŋ Alphabet & Sounds They Make*
- *Nuučaanuŋ Phonetic Alphabet*
- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: Țaataaqsapa Cultural Dictionary*
- *An Introduction to Nitinaht Language and Culture*



Videos:

- *Nuu-chah-nulth Language Lesson #3 & #4*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • extract selected information from Nuučaanuŋ resources in response to a question • recognize appropriate protocol for collecting information from cultural resource people • determine how to record information • express acquired information in oral and visual forms 	<p>At this level, students’ ability to use Nuučaanuŋ is minimal, but their ability to access information in their first language and display it visually is already quite developed. As students apply strategies such as predicting, connecting, and guessing from clues, they experience success and develop confidence in working with Nuučaanuŋ materials.</p> <ul style="list-style-type: none"> • Have students look at a selection of age-appropriate Nuučaanuŋ resources. As they work with the resources, guide them in applying strategies such as looking at photographs for clues, or brainstorming what they already know about a subject. Then ask students in groups to select a topic and create and present a visual display (e.g., chart, collage, poster, brochure, mobile) based on their research. The display should include labels and/or brief written explanations in Nuučaanuŋ. • Introduce students to appropriate protocol for collecting information from cultural resource people, and invite students to survey community members about family relationships and family facts – e.g., <i>Naana? (Who is your mother’s mother?)</i>, <i>Waaŋq’iyyim’ithak? (When were you born?)</i>, <i>Waaŋakth’aħhak? (Where do you live now?)</i> Students determine how to record the information they collect – e.g., tape-recording an interview, preparing a chart. • Have an ongoing letter or e-mail exchange with another Nuučaanuŋ class. Throughout the year, students ask the corresponding class to respond to group surveys to determine preferences in sports, music, food, pastimes, and other interests. Collect or read students’ letters before they are sent. Students then display their survey results in a format of their choice – e.g. chart, graph, computer database.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level may not be able to provide detailed explanations of the information they acquire. Assessment focuses on their ability to discover and use key ideas and overall impressions, along with selected details. Assessment tasks should allow students to represent their understanding in ways that require minimal use of language.

- As students work with age-appropriate Nuučaan̓uŋ resources, note and encourage their attempts to use cues and strategies to anticipate and confirm meaning, such as:
 - context (including purpose and form of the material)
 - visual cues and text features
 - knowledge about familiar words and patterns to make inferences about new vocabulary
- When students collect information from Nuučaan̓uŋ materials, note the extent to which they are able to:
 - identify key topics
 - recognize familiar vocabulary
 - tolerate ambiguity and persevere with a task even though they do not understand the entire piece
 - recognize the purpose or point of view
 - include relevant and accurate details
 - participate in class discussions
- When students collect information from cultural resource people, note the extent to which they:
 - attempt to follow protocols introduced in class
 - use Nuučaan̓uŋ phrases and questions they have practiced
 - select an appropriate method of recording information
 - accurately record key details
- As students exchange letters, note the extent to which they:
 - identify preferences that are similar to and different from their own
 - provide requested information
 - complete the task
 - co-operate with others

SUGGESTED LEARNING RESOURCES

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.





Nuučaan̓uŋ Elders and Speakers






Web Resources:

- *FirstVoices:* <http://www.firstvoices.ca>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to and read creative works in Nuučaanuŋ • respond to creative works in oral and visual forms • demonstrate an understanding of the main idea of a Nuučaanuŋ story or song • show a relevant connection to a character or situation in moral stories. 	<p>By providing students with opportunities to experience and develop creative works, teachers can encourage them to enjoy the Nuučaanuŋ language in all its forms. Creative works at this level might include a catchy song, a rhyming poem, or a big-book story. Students’ comprehension of the work and their responses to it will rely heavily on visual and contextual support.</p> <ul style="list-style-type: none"> • Provide students with pictures as prompts and have them brainstorm words that they know in Nuučaanuŋ to describe what is happening in each picture. Students could write captions for the picture, or create their own short stories in Nuučaanuŋ based on the picture. • Over a period of time, have students view Nuučaanuŋ visual works such as paintings, carvings, and sculpture. The class could visit local artists or invite them to the school to discuss their work and processes. Works could also be viewed in books, from slides, or on the internet. Students record the artist and title of each work and provide a relevant comment in their journals or Learning Logs. • Over the course of the year, introduce students to a variety of simple poems, nonsense rhymes, or tongue twisters in Nuučaanuŋ. As students become familiar with these works, they can use them as prompts for various activities or simply to explore the language. • Read or relate a Nuučaanuŋ story to the class and have students respond by recreating a favourite scene through role-play or mime for other students to guess. Students could create publicity posters or use art media to reproduce or expand scenes. • As students listen to a contemporary Nuučaanuŋ song, have them find familiar words to predict the possible content or theme of the song. Point out additional key words to assist comprehension, and have students learn to sing the song after repeated listenings. Invite students to demonstrate their understanding of the main idea by: <ul style="list-style-type: none"> - acting it out - choosing an object or picture that represents or illustrates the main idea - choreographing a dance to accompany the song

SUGGESTED ASSESSMENT STRATEGIES	SUGGESTED LEARNING RESOURCES
<p>Students demonstrate their interest and engagement through their participation, enthusiasm, and attentiveness. As they explore an increasing variety of genres, they begin to make generalizations about what they see and hear, and connect their experiences of Nuučaan̓uʔ creative works to those of other regions or countries.</p> <ul style="list-style-type: none"> • After students view visual works, consider the extent to which they: <ul style="list-style-type: none"> - recognize key themes - offer relevant responses - correctly identify artists and titles • In role-play activities, look for evidence that students: <ul style="list-style-type: none"> - participate willingly - convey meaning - use familiar and appropriate vocabulary and phrases - interpret the scenes correctly • When students perform a Nuučaan̓uʔ song they have learned, look for evidence that they: <ul style="list-style-type: none"> - participate willingly - understand the meaning of the song - try to interpret the mood of the song • To assess students' comprehension of a story or song, look for evidence that they: <ul style="list-style-type: none"> - use visual aids to derive meaning - are willing to offer individual responses - are beginning to make generalizations 	<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> <div style="text-align: center;">  <p><i>Nuučaan̓uʔ Elders and Speakers</i></p> </div> <div style="text-align: center;">  <p><i>Print Materials:</i></p> </div> <ul style="list-style-type: none"> • <i>HuupuḲānum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs</i> • <i>Learning By Design: Pacific Northwest Coast Native Indian Art, Volume 1</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use expressions and compliments that encourage others • use appropriate vocabulary for family relationships and place names • use appropriate expressions for interacting with members of the Nuučaan̓uʔ community • identify and compare Aboriginal cultures from Vancouver Island 	<p>Because students at this grade level will be asked to share aspects of their cultural backgrounds, it is important to establish an atmosphere of trust in the classroom. When discussing similarities and differences, avoid stereotyping. Instead, emphasize the ways in which diversity enriches the classroom experience and brings life to the study of Nuučaan̓uʔ.</p> <ul style="list-style-type: none"> • Invite students to develop family trees including their parents and grandparents and present them to the class. • Introduce students to Nuučaan̓uʔ vocabulary on topics such as land base, community names, and names of First Nations, tribes, bands and/or clans. Invite students to ask Elders in their family or community for information on the students' family backgrounds and places of origin. Each student could select one Nuučaan̓uʔ place name which is important to his or her family and present it to the class. • Provide students with, or have them find, information on uses of cedar written in both English and Nuučaan̓uʔ. Have each student invite a parent or Elder into the classroom to share the experience of creating Nuučaan̓uʔ cedar headbands. Assist students in using appropriate language and protocol for their invitations, and preparing tea and a snack to offer to their guests. Students and guests create their headbands following written instructions and oral and visual cues from the teacher or Elder. • Ask students to brainstorm a list of special events celebrated by their families. Have each student choose an important family celebration and create a poster representing it. Students then present their celebrations to the class, using their posters as prompts – e.g., <i>Łaaktuuʔa wítasin. (We are having a memorial.)</i> <i>Nunuukšičin. (We started singing.)</i> The class completes a <i>Celebrations of Our Class</i> chart, including the names (<i>Łukʔaanag</i>), dates, and interesting features of the events. Students could discuss similarities between the celebrations presented and those of the Nuučaan̓uʔ community and other Aboriginal groups on Vancouver Island. • Have students make button blankets based on Kʷakʷakawakʷ culture and compare them to shawls from Nuučaan̓uʔ culture.

SUGGESTED ASSESSMENT STRATEGIES	SUGGESTED LEARNING RESOURCES
<p>As students talk and write about their own cultural experiences and engage in classroom cultural activities, they reveal the extent of their openness and interest through their participation and the questions they ask. Students’ attitudes play a key role in their development of cultural understanding.</p> <ul style="list-style-type: none"> • As students look for cedar information and create a Nuučaan̓uʔ headband, note the extent to which they: <ul style="list-style-type: none"> - recognize specific Nuučaan̓uʔ words - attempt to use the Nuučaan̓uʔ written instructions unless they cannot proceed - respond to oral instructions and visual cues from the teacher or Elder - are willing to try new skills and experiment with the cedar. • As students present their family trees, place names, special events or celebrations, note the extent to which they: <ul style="list-style-type: none"> - include all required information - have acquired information about the topic from appropriate sources (e.g., family or community members, print materials) - use visual prompts • As students discuss cultural events and customs, observe and note evidence of their interest and understanding. For example, to what extent do students: <ul style="list-style-type: none"> - ask questions of each other - volunteer information about their own families and communities - speculate about reasons for particular customs or behaviours - offer to find out the answers to questions - volunteer information they have discovered about other cultures 	<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> <div style="display: flex; align-items: center; margin-top: 20px;">  <p><i>Nuučaan̓uʔ Elders and Speakers</i></p> </div> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>Print Materials:</p> </div> <ul style="list-style-type: none"> • <i>Cedar</i> • <i>“I am ...” Tree – blackline master</i> • <i>Potlatch</i> • <i>Nootkan Band Names</i> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>Software:</p> </div> <ul style="list-style-type: none"> • <i>Family Tree Maker 2008</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use and respond to greetings and expressions of politeness • communicate wants and needs politely • ask and respond to questions • respond to instructions involving several objects and/or actions • exchange information about day-to-day situations, events and activities • ask for specific help – e.g., <i>Pawaʔaʔmah qucyak. (I lost my pen.)</i> • make suggestions • read simple phrases proficiently • use Nuučaanuʔ while working with others to complete a task 	<p>At this level, students are working with some memorized language and can begin to connect ideas to form complete messages or short interactions. They use writing for reference purposes and to develop their language skills, although accuracy of written expression is not evaluated in Grade 7.</p> <ul style="list-style-type: none"> • Using pre-framed models, have students role-play using Nuučaanuʔ greetings. As an extension, create written dialogues similar to their role-play format. Separate the dialogues into individual phrases or sentences (i.e., cut sentences into strips or write them on separate index cards). Have students in groups read the phrases and sentences, reconstruct the dialogues, and present them to the class. • Pin a card with the picture or name of a famous person, cartoon figure, or other character on the back of each student. Students must ask each other questions in order to determine the name of the person on their card – e.g., <i>čakup ʔas? (Am I a man?) ʔuucma ʔas? (Am I am woman?) ʔiičim ʔas? (Am I old?) ʔaneʔis ʔas? (Am I a child?)</i> • Ask students in pairs to role-play making arrangements for meetings with friends. Have partners ask each other questions to elicit information regarding times, places, and dates. <ul style="list-style-type: none"> <i>Wasq^wiʔaqʔ _____? (What day is _____?)</i> <i>ʔanupiʔ čaqʔa? (At what time?)</i> <i>Waʔsiaqʔ ʔa? (Where _____?)</i> <i>ʔatʔaʔčuq aqʔ hu ʔiʔ? (Who else is invited?)</i> • Give classroom instructions in Nuučaanuʔ and challenge students to follow a sequence of several steps - e.g., <i>naʔataʔ ʔitč. (You all listen.) ʔiq^was ič čaʔni. (Sit down for a while.) ʔusim ʔaqʔ ʔeʔisuu qicyak iš piiʔpa. (You are going to need a pencil and paper.)</i> • Encourage students to keep an ongoing record of useful phrases and survival expressions such as: <ul style="list-style-type: none"> - <i>Hayakaʔ wayiik. (I don't know what you said.)</i> - <i>Huʔasi wa? (Could you repeat that?)</i> <p>Students could record everyday phrases on cue cards and attach them with a clip ring. They can easily add cue cards throughout the year as they acquire more vocabulary and expressions.</p>

SUGGESTED ASSESSMENT STRATEGIES

At this level, students begin to engage in more complex interactions that build on the frequently used expressions and language they have acquired. When assessing student development, consider both the extent of their participation and their level of comprehension and understanding.

- Observe role-playing activities for evidence that students are increasingly able to:
 - make themselves understood in Nuučaan̓uʔ
 - take risks to add details or use unfamiliar language
 - use strategies such as non-verbal communication and visual props to support their messages
 - recognize, use and respond to familiar words and patterns
- When students read and reconstruct dialogues, look for evidence that they are able to:
 - recognize high-frequency phrases
 - read and comprehend new phrases
 - arrange the phrases and sentences in a logical order to reconstruct the dialogue
- As students try to determine the names on the cards, note the extent to which they:
 - participate in the activity
 - formulate questions correctly
 - respond to questions
 - take risks to speak Nuučaan̓uʔ
 - experiment with new vocabulary and structures
 - approximate Nuučaan̓uʔ pronunciation
 - support and encourage each other to complete messages
- When students keep a record of useful phrases and survival expressions, review the list for evidence that they:
 - add to the list regularly
 - refer to the list when required
- At the end of each class, have students use checklists to rate their performance on aspects of their daily oral communication. Items might include:
 - I volunteered questions and information.
 - I practiced new vocabulary and patterns.
 - I talked only in Nuučaan̓uʔ.
 - I tried to correct my own mistakes.
 - I supported and encouraged others.

SUGGESTED LEARNING RESOURCES

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.



Nuučaan̓uʔ Elders and Speakers



Print Materials:

- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: ʔaataaqsa Cultural Dictionary*



Web Resources:

- *FirstVoices:* <http://www.firstvoices.ca>



Videos:

- *Nuu-chah-nulth Language Lesson #3& #4*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • extract and record selected information from Nuučaanuŋ resources to meet information needs • recognize and use appropriate protocol for collecting information from cultural resource people • determine how to record and display information • express acquired information in oral and visual forms • acknowledge sources appropriately 	<p>By now, many students are ready to use age-appropriate material to acquire more detailed and specific information. Their growing communicative skills permit them to begin to transfer and substitute language in the resources to suit their own purposes. Their growing Nuučaanuŋ listening skills permit them to recognize known vocabulary in its written form and attempt to pronounce unfamiliar words that follow regular spelling patterns. The use of a Nuučaanuŋ-English dictionary or a glossary helps students explore written material more independently and in greater depth.</p> <ul style="list-style-type: none"> • Invite a guest who is fluent in Nuučaanuŋ to give the class a short presentation. For example, a fisheries officer might discuss enhancement. Have students then prepare a poster campaign for the school based on the presentation - e.g., to raise salmon enhancement awareness. Posters could display three important facts learned from the presentation. • Have students select an article from a Nuučaanuŋ resource and identify at least five facts. Using the information they have retrieved from the article, students prepare and present a newscast to the class. • Invite students to research and describe plants and animals traditionally used or seen in the community. Students should determine the best way to record and display the information they collect – e.g., audio or video recording, chart, graph, list, multimedia presentation. • Invite a high school Nuučaanuŋ student to class to give a short presentation about high school life. Students ask questions in Nuučaanuŋ, then prepare a list of three things they most look forward to about going to high school. • Work with the class to select a theme or topic to research. Collaboratively create a list of questions that individual students will find answers to. Students should use a variety of Nuučaanuŋ resources, including print material, the internet, and community resource people for their research. Students then present their findings orally, supported by visual aids. • Have students listen to conversations in Nuučaanuŋ on audiotape or video. As they listen, they note repeated phrases, gestures, or words. Then provide students with a written transcript and have them follow along as the conversation is replayed. Students could then role-play the conversation, substituting or adding familiar vocabulary where appropriate.

SUGGESTED ASSESSMENT STRATEGIES

While many of the information tasks at this level continue to rely on visual representations, students are expected to use some basic, well-practiced Nuučaañuʔ vocabulary and language structures. Linguistic requirements should be simple and require only a minimum of transfer or adaptation of patterns. Assessment for this organizer continues to emphasize the extent to which students successfully find and use the information required to complete specific tasks.

- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify and recount key ideas or impressions
 - include relevant and accurate detail
 - reproduce some of the Nuučaañuʔ words and patterns in an understandable form
 - organize and sequence their information appropriately
- When students are working on assigned tasks, use a class list to note observations about the extent to which they:
 - approach tasks with confidence
 - persevere: try different approaches or strategies when having difficulty
 - tolerate ambiguity: use the information they understand without being frustrated by gaps in their knowledge
- Provide or develop with students a list of criteria to be used for self- and teacher assessment when students are working with Nuučaañuʔ resources. For example:
 - recognizes familiar words in new contexts
 - uses a thematic or bilingual dictionary appropriately (e.g., to confirm and locate the meanings of selected key words)
 - uses non-verbal clues (e.g., context, gesture, intonation, graphics, pictures) to support meaning
 - uses knowledge of common patterns to make predictions and inferences
- As students listen to conversations, note the extent to which they:
 - respond to the meaning as well as the sounds and rhythms
 - make connections with other conversations they have heard
 - are open and willing to engage in new experiences

SUGGESTED LEARNING RESOURCES

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.



Nuučaañuʔ Elders and Speakers



Print Materials:

- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: ʔaʔaʔaqsapa Cultural Dictionary*
- *Ethnobotany of the Nitinaht Indians of Vancouver Island*
- *Food Plants of Coastal First Peoples*



Videos:




- *Nuu-chah-nulth Language Lesson #3*






Web Resources:

- *FirstVoices: <http://www.firstvoices.ca>*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read creative works in Nuučaanuŋ • respond to creative works in oral, visual and simple written forms • demonstrate an understanding of key details of a Nuučaanuŋ story or song • show a relevant connection to the problem faced by the main character in moral stories 	<p>Students at this level can recognize familiar language and can sometimes use their growing range of strategies to make educated guesses at the meaning of new expressions. Students will benefit by being given the opportunity to choose the way they respond to creative works - for example, painting, video, song, or dance.</p> <ul style="list-style-type: none"> • Have students view Nuu-chah-nulth Language Lesson #3 DVD and work in groups to create posters depicting the content. Posters can be displayed around the classroom. • Present students with examples of crafts from various Nuučaanuŋ regions. Students choose one craft to make and present in a class art show, giving background information and explaining how the item relates to Nuučaanuŋ culture. • Invite students to read a selection of simple poems in Nuučaanuŋ. Then challenge each student to create a short Nuučaanuŋ poem on a topic relating to cultural studies. • Have students work in pairs to create invitations to a Nuučaanuŋ celebration or special event. Ask students to use the appropriate form of address for the recipient. • Invite students to view examples of Nuučaanuŋ carving or sculpture. Then have them create their own sculpture or carving using appropriate Nuučaanuŋ symbols and images. Have students share their work first with a partner and then with the class, explaining what it represents or symbolizes. • After students hear or view a Nuučaanuŋ story, have them select an event, image, or character to represent visually (e.g., in a drawing, collage, or computer graphic). Students present their illustration, make three comments about it, and respond to questions from their classmates. • As students read or listen to a First Nations story told in Nuučaanuŋ, encourage them to look for visual clues and find familiar words to predict the possible content or theme. Point out additional key words, then ask students to demonstrate their understanding of key details of the story by answering comprehension questions - e.g., <i>?a čaqit ĥin ?uu mačuk himwitčaa?</i> (<i>Who were we talking about in our story?</i>), <i>?a qik uk it ĥa uuš mis?</i> (<i>What was his problem?</i>)

SUGGESTED ASSESSMENT STRATEGIES	SUGGESTED LEARNING RESOURCES
<p>As students develop their knowledge of and facility with Nuučaan̓uʔ, they are able to experience and respond to an increasing range of situations, including those they seek out themselves. Assessment information most often comes from observing students’ participation and engagement, and reviewing their responses and reflections.</p> <ul style="list-style-type: none"> • As students work in groups to create posters depicting the content of the video, note the extent to which they: <ul style="list-style-type: none"> - are willing to engage in the task - convey the theme or plot of the video - demonstrate effort • When evaluating students’ craft presentations, look for evidence of their: <ul style="list-style-type: none"> - inclusion of relevant and creative detail - willingness to engage in the task - willingness to take risks in presenting to the class - ability to give appropriate background information - cultural understanding • Before students make their own carvings or sculptures, work with them to develop criteria – e.g.: <ul style="list-style-type: none"> - shows attention to the details of the sample carvings or sculptures - uses appropriate Nuučaan̓uʔ symbols and images • When students present their illustrations and respond to questions, look for: <ul style="list-style-type: none"> - interest and engagement in the task - a relevant connection to the image, event, or character selected - attempts to engage others in the selected scene, character, or idea 	<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>Nuučaan̓uʔ Elders and Speakers</i></p> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Living on the Edge: Nuu-Chah-Nulth History from an Ahousaht Chief’s Perspective.</i> • <i>Stand Tall, My Son</i> <p> Videos:</p> <ul style="list-style-type: none"> • <i>Q̓atuw̓a: People Gathering Together</i> • <i>The Power of Dance</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use appropriate vocabulary to discuss family relationships and significant place names • determine what can be talked about or asked when Elders are present to share their knowledge • respond appropriately to questions from an Elder or teacher • identify and compare Aboriginal cultures from British Columbia • recognize appropriate protocols regarding family responsibilities and placement of special participants during a feast or ceremony • recognize and use appropriate terms to refer to gender 	<p>Students should have opportunities in class to explore aspects of their family and community traditions in order to see the similarities that exist beneath surface differences. Students will also continue to explore and experience aspects of Nuučaanuŋ culture.</p> <ul style="list-style-type: none"> • Have students find out about family members in a Nuučaanuŋ region. Students could interview a relative using prepared questions about family history – e.g., <i>?a čuq uk hak nanaaniqsu?</i> (<i>Who are your grandparents?</i>) – and create a labelled family tree including their great-grandparents. Students could also ask for information on Nuučaanuŋ place names which are important to their families, and label them on a map. • Show a video on Nuučaanuŋ dance, canoeing, traditional territories, or other traditional cultural experiences. Invite students in groups to research one aspect of Nuučaanuŋ culture and compare it to that of another Aboriginal culture in British Columbia. Students could present their findings to the class orally, with visual support. • On a monthly basis, assign students in groups to take turns maintaining a classroom bulletin board that focuses on the Nuučaanuŋ regions. Suggest that groups display newspaper and magazine articles they collect from home, the internet, or other sources. At the end of each month, have the assigned group present a summary of the posted items in Nuučaanuŋ. • Have students exchange e-mail or letters with other students in the Nuučaanuŋ region. Encourage students to ask about topics such as clothing (<i>mučičtup</i>), school schedules, and traditions, – e.g., <i>Nunuuk iš huyaaŋ hasuu aaŋ?</i> (<i>Do you sing and dance?</i>) After exchanging letters, students prepare a short presentation to the class comparing the life of their new friend with their own. • After discussing Nuučaanuŋ protocols around family responsibilities and seating of special participants during feasts or ceremonies, invite students to attend a community ceremony and observe how the protocols are followed. Students could share their observations with the class orally, in a discussion or role-play format. • Introduce students to words and phrases which mark gender in Nuučaanuŋ. Students could practice introducing themselves using the suffixes <i>-sup</i> / <i>-aqsup</i> and <i>-?ath</i> – e.g., <i>Hu?ay?aqsup aŋ</i>. [female] / <i>Hu?ay?ath aŋ</i>. [male] (<i>I am from the Huu-ay-aht Nation.</i>) <i>Hu?ay?athin</i>. (<i>We are from the Huu-ay-aht Nation.</i>)

SUGGESTED ASSESSMENT STRATEGIES	SUGGESTED LEARNING RESOURCES
<p>Students demonstrate their understanding of cultural context through their participation in and response to a variety of activities. At this level, students should demonstrate a growing awareness of Nuučaan̓uʔ culture.</p> <ul style="list-style-type: none"> • When students prepare their family trees, look for evidence that they include: <ul style="list-style-type: none"> - at least four generations - the name of at least one important family place - appropriate headings (e.g., parents, grandparents, etc.) • Establish expectations and criteria for bulletin-board displays and summaries through discussion with students. Criteria might include: <ul style="list-style-type: none"> - information comes from a variety of resources - display is logically organized - a variety of topics about Nuučaan̓uʔ culture are included - summaries are accurate, focus on key events, and include interesting details to engage students' interest • As students present their key-pals / pen-pals to the class, note the extent to which they: <ul style="list-style-type: none"> - identify daily activities or routines - include relevant details about what they discover - notice key similarities and differences between their own community and their friend's - present information in a clear and organized way 	<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> <div style="display: flex; align-items: center; margin-top: 20px;">  <p><i>Nuučaan̓uʔ Elders and Speakers</i></p> </div> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>Print Materials:</p> </div> <ul style="list-style-type: none"> • <i>The First Nations of British Columbia</i> • <i>Potlatch</i> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>Software:</p> </div> <ul style="list-style-type: none"> • <i>Family Tree Maker 2008</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize gestures and expressions that accompany requests • communicate wants and needs politely, using complete sentences • ask and respond to questions, using complete sentences • give instructions in a respectful way • express certainty and uncertainty • exchange information about family members, day-to-day situations, events and activities • read and produce short messages that provide information • use appropriate Nuučaanuŋ expressions and phrases for informal conversation 	<p>Grade 8 students use Nuučaanuŋ as a tool for communicating about everyday topics they enjoy talking about, such as themselves, their friends, and favourite activities. In order for students to experience success, they must be provided with a safe environment for language risk-taking, and frequent opportunities to practice and develop the language in new and interesting contexts, as well as in different groupings: pairs, small and large groups, and individually.</p> <ul style="list-style-type: none"> • Invite fluent speakers into the classroom, or show a video of fluent speakers interacting in Nuučaanuŋ. Ask students to observe the conversation and identify expressions and gestures that accompany requests. Students could then role-play a similar conversation using familiar vocabulary. • Suggest that students work in pairs to role-play telephone conversations in which they plan weekend activities. Partners should find activities both students would enjoy. Plans could include where they will go, who will go with them, when they will leave, and what they will need to take along. • On a map of the school, a Nuučaanuŋ community, or a city centre, place map flags or stickers identifying important locations (e.g., gymnasium, office, swimming pool, market, bus station, bakery, bank). Have students take turns being the tour guide, giving oral instructions to get from one point to another. • After students have read or listened to a traditional narrative or modern text related by a fluent speaker, discuss how the speaker or writer conveys certainty or uncertainty about the information reported – e.g., <i>Wa ʔaak waʔiʂ ... (It is said ...)</i> Encourage students to experiment with these concepts and constructions in their own speech and writing. • Provide students with a frame for a personal letter they can adapt by adding their own information. Suggest that in their letter they use questions they have practiced to ask respondents for similar information. Have students read their written work and consult with partners and the teacher before exchanging letters with another class. • Have students bring objects to class that are representative of their interests and hobbies. In small groups, they explain why the objects are important. After students have finished, ask the class to remember who brought each object.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 8, writing is added to the group of skills assessed. Writing is the easiest form of communication to assess because it can be collected and analyzed; however, it should not be over-emphasized at the expense of oral skills. As students develop oral and written skills, errors are a natural and predictable part of language development, and provide valuable information to both learner and teacher. When students understand the role of errors, they are able to make confident decisions about when to take risks, and when to edit carefully for accuracy.

- Use a class list to record observations of students’ oral interactions as they engage in class and small-group tasks. Observing three to four students per period during oral activities will provide useful information for ongoing oral assessment. Alert students to the specific criteria or features that will be recorded. Possible criteria include the extent to which students:
 - volunteer useful questions and information
 - use and practice recently acquired vocabulary or structures
 - make their messages understandable and appropriate
 - support meaning with gestures, intonation, and body language
 - persevere in Nuučaanuŋ when they cannot understand or be understood at first (e.g., repeating, rephrasing, attempting to self-correct)
 - take risks to include interesting information or language
 - support and encourage other students when they speak in and listen to Nuučaanuŋ

- When students give instructions for getting from one place to another on the map, note the extent to which they:
 - present complete, accurate information in comprehensible Nuučaanuŋ
 - incorporate useful vocabulary, expressions, and language structures
 - show respect to their audience

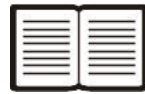
- Assess students’ pen-pal letters before they are mailed, recording observations on removable notes or separate sheets. Criteria might include:
 - contains complete sentences that convey relevant information
 - uses questions practiced in class
 - shows evidence of self-correction
 - errors do not interfere seriously with the message

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:

- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: Țaataaqsa Cultural Dictionary*
- *Potlatch*



Web Resources:

- *FirstVoices:* <http://www.firstvoices.ca>



Videos:

- *Nuu-chah-nulth Language Lesson #5 & #6*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • extract and organize selected information from Nuučaanuŋ resources to meet information needs • follow appropriate protocol for collecting information from cultural resource people • determine how to find, record and display information • express acquired information in oral, visual, and written forms • acknowledge sources appropriately 	<p>Students at this level are generally interested in acquiring information about things when there is a meaningful reason for doing so. It is important to select interesting, age-appropriate Nuučaanuŋ materials and keep the tasks fairly simple. Students only need to acquire the information required to complete the task successfully. The format and context of the information should be familiar to them (e.g., teen magazine survey, newspaper ad, pen-pal letter, e-mail, website).</p> <ul style="list-style-type: none"> • Ask students to attend a community sports event with a relative or community member who speaks Nuučaanuŋ and observe Nuučaanuŋ expressions used by spectators and/or players. Students note their observations on a response sheet and then add illustrations to represent key information about the game (e.g. score, key players, most exciting moment), labelling them in Nuučaanuŋ. Students could also illustrate any new expressions learned. • Give students a Nuučaanuŋ map. Have them choose a point of interest, then write a note that gives directions to the destination. Students take partners, exchange notes, and follow the directions to reach the appropriate destination. • When students have read a newspaper or magazine article in Nuučaanuŋ, invite them to respond by writing a letter to the editor. Students could share any responses received with the class. • Working in small groups, students choose a topic for gathering information from a fluent Nuučaanuŋ speaker. Students list the information they are looking for, and choose how they will record it. They then interview the speaker, and organize the information gathered in a meaningful way. For example, for a project on fishing, students could ask questions like <i>Waa si hač aya suuḥa?</i> (<i>Where is there a lot of salmon?</i>) <i>Paaqiyaat cim hin?</i> (<i>What would we use?</i>), and produce a map of fishing places or a booklet about traditional fishing practices. For a project on traditional foods, students could ask about ingredients, preparation procedures, and the occasion or time of day the food is eaten, and prepare a report or recipe book. • Show students a video of a play in Nuučaanuŋ, or have them watch older students perform one. Have students note key information about characters, plot, and setting. Using this information, partners role-play being theatre critics, describing the play and offering their critique of it. Students could also prepare posters as backdrops for the show.

SUGGESTED ASSESSMENT STRATEGIES

In a communicative-experiential approach to language learning, students acquire and use information to complete realistic tasks. The purpose or task dictates what information is needed; students demonstrate their skills and strategies by how they use and present the information to complete the task. Assessment of these skills usually occurs in the context of an integrated communication task where teachers assess several curriculum organizers at the same time.

- To assess students’ directions, note the extent to which they:
 - offer complete, detailed information
 - use information that is accurate and appropriate
 - incorporate useful vocabulary, expressions, and language structures
 - are able to follow the directions presented in their partners’ notes
- To assess students’ work with information gathered from a fluent speaker, look for evidence that they:
 - prepare in advance a list of interview questions or information they are seeking
 - approach the fluent speaker with appropriate protocol
 - record and organize information appropriately
 - make use of accurate and complete information
 - incorporate vocabulary and expressions learned in class and from the fluent speaker
 - display their findings in a meaningful and visually appealing way
- Work with students to develop criteria for assessing their work with audio or video resources. Similar criteria could be used to assess students’ observations of Nuučaan̓uʔ expressions at a community sports event. For example, they might be expected to recognize and convey:
 - overall moods or feelings of participants (actors, players, spectators) - e.g., neutral, disappointed, excited, etc.
 - names of some of the people involved
 - locations
 - key events or information
 - outcomes or conclusions
 - some new vocabulary they want to learn
- When students are engaged in role-plays, note the extent to which they:
 - remain actively engaged in the interaction
 - use appropriate vocabulary related to the theme
 - communicate in complete sentences
 - approximate Nuučaan̓uʔ pronunciation and intonation
 - attempt to support each other

SUGGESTED LEARNING RESOURCES

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.

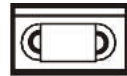


Nuučaan̓uʔ Elders and Speakers



Print Materials:

- *Jason’s New Dugout Canoe*
- *Little Bear’s Vision Quest*
- *Storm Boy*
- *Whale Girl*



Videos:

- *Q̓atuwa: People Gathering Together*
- *The Power of Dance*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works in Nuučaanuŋ • respond to creative works in oral, visual and written forms • demonstrate an understanding of the details of a Nuučaanuŋ story or song • show a relevant connection to the problem faced by the main character in moral stories • read or recite stories, poems, or songs aloud 	<p>At this age, students enjoy using their growing language skills in activities that involve individual choices, such as selecting and discussing their favourite creative works with their classmates.</p> <ul style="list-style-type: none"> • Have students keep a section of their notebooks or journals for responding to Nuučaanuŋ creative works. Alternatively, they might write summary reviews or reflections looking back over the works they have encountered during a term or semester, identifying those that have had the greatest impact or which most closely reflect works they have experienced in English or other languages. They may also want to describe the ways in which their responses or ideas have changed over time. • Have students listen to a song, following the lyrics and noting familiar words. Together they try to determine the meaning and respond to the song by writing and illustrating favourite lines or verses. • Present a short Nuučaanuŋ story. Students in groups listen for words they recognize, for characters presented, and for action that may be occurring. After groups pool their findings, retell the story to confirm predictions and clarify meaning. Invite students to demonstrate their understanding of the details of the story visually, and/or by answering comprehension questions - e.g., <i>Paqis mit hač haawitat?i?</i> (<i>What happened to the boy?</i>) • Present a selection of Nuučaanuŋ poems to the class and invite students to choose one or more of the following activities: <ul style="list-style-type: none"> - create their own poems in Nuučaanuŋ, with the support of classroom resources - read or recite a published Nuučaanuŋ poem aloud, and record it digitally or on audiotape - set a poem to song with the assistance of a fluent Elder • After hearing a Nuučaanuŋ song or viewing a video, have students create CD covers or video cases to promote it. • Invite students to research traditional dress and create collages with captions to depict ways that people in Nuučaanuŋ-speaking areas dressed for various kinds of activities. They could also present a show of clothing for various events and occasions and include a simple commentary.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should reflect students' emerging ability to use Nuučaanuŋ to express their thoughts, feelings, and reactions to experiences.

- When students listen to music or stories, read, or view videos, assess their responses by looking for evidence that they are:
 - open and willing to engage in the task
 - committed to their work
 - able to formulate individualized responses in Nuučaanuŋ
 - willing to take risks in their responses and predictions

Each task will also have its own specific criteria.

- When checking students' journals or portfolios, look for evidence that they:
 - offer an individualized response to creative works
 - reflect on ways their ideas may have changed over time
- When students read or recite poems or stories aloud, look for:
 - approximation of Nuučaanuŋ pronunciation and intonation
 - relatively fluid speech (i.e., little hesitation)
 - evidence of preparation and rehearsal
- As students create CD covers, video cases, or collages, note the extent to which they:
 - convey visual images clearly
 - attempt to appeal to an audience
 - offer complete, detailed information, with written captions where appropriate
 - incorporate familiar and practiced expressions, language structures, and vocabulary
 - model aspects of Nuučaanuŋ from various sources

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:

- *Jason's New Dugout Canoe*
- *Little Bear's Vision Quest*
- *Storm Boy*
- *Whale Girl*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use appropriate vocabulary and expressions to discuss family relationships and significant place names • determine what can be talked about or asked when Elders are present to share their knowledge • respond appropriately to questions from an Elder or teacher • identify and compare Aboriginal cultures from across Canada • follow appropriate protocols regarding family responsibilities and placement of special participants during a feast or ceremony • recognize gestures and expressions that accompany the giving of gifts to friends and Elders • use appropriate terms to refer to gender 	<p>By exploring similarities and differences in activities and interests that exist in Nuučaanuŋ regions, students increase their understanding of Nuučaanuŋ culture.</p> <ul style="list-style-type: none"> • Invite students to research Nuučaanuŋ place names connected to their family history, and discuss why the places are important to their families. As an extension, have students role-play a scene at a Nuučaanuŋ family place and welcome a visitor to their territory. • Have students in small groups interview a community member to research a food specialty from the Nuučaanuŋ region. Students ask questions they have prepared in advance – e.g., <i>Łaakšiʔis hiimčił qʷaaʔapitqʔat siqiił ʔat kʷaqmis. (Show me how to prepare herring eggs.)</i> and respond politely to questions from their guest. Students prepare and present one-page reports about the food they researched, including region of origin, ingredients, procedure, and the occasion or time of day the food is eaten. As an extension, students could choose several recipes to prepare and sample. Afterwards, students could compare the traditional Nuučaanuŋ dishes to the food they eat at home. • Have students find examples of pastimes of Nuučaanuŋ youth and compare them with the pastimes of youth in other Canadian schools or communities. Students could present skits or play charades showing the activities of Nuučaanuŋ youth. • Over time, have students create a classroom chart with examples of Nuučaanuŋ cultural influences in British Columbia and Canada. • After inviting a guest to present proper protocols regarding family responsibilities and seating of special participants during feasts and ceremonies and events, invite the class or school to organize a simulation of a major celebration common in Nuučaanuŋ culture (mini-feast). • Divide the class into group A and group B. Have each group learn a game played in Nuučaanuŋ culture - e.g., <i>haanaʔa (lahal.)</i> Then form smaller groups with two people from group A and two from group B. Students in the smaller groups teach one another the games they have learned, using as many Nuučaanuŋ expressions as possible. Have students compare and contrast the Nuučaanuŋ games to games they have played at school or at home. • When students have participated in or viewed a traditional cultural experience (e.g., dance, canoeing), invite them to respond via a journal entry or visual representation.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are encouraged to use Nuučaanuŋ in cultural activities; however, assessment of this organizer focuses on cultural outcomes and not on students’ facility with oral or written language.

- When students are engaged in role-plays, skits, or charades, note the extent to which they:
 - demonstrate an understanding of cultural elements
 - are interested in and curious about cultural differences
 - are open and willing to engage in the task
- To assess students’ oral and written reports on Nuučaanuŋ cuisine, look for evidence that they:
 - use accurate, appropriate, and complete information
 - show an interest in similarities and differences between traditional Nuučaanuŋ cuisine and their own foods
 - attempt to appeal to an audience
 - incorporate necessary vocabulary and expressions
- As students present information about pastimes of Nuučaanuŋ youth, look for evidence that they:
 - present accurate information
 - include interesting details
 - are developing increased understanding of and insight into the lives of Nuučaanuŋ youth
 - compare aspects of their own communities and cultures, and other Canadian communities
- When students prepare a mini-feast based on Nuučaanuŋ culture, note the extent to which they:
 - demonstrate sensitivity to and respect for cultural differences
 - recognize patterns and attempt explanations, but avoid stereotyping and over-generalizing
 - distinguish between contemporary and traditional characteristics
 - notice similarities to and differences from other cultures
- When students teach each other games they have learned, encourage them to use Nuučaanuŋ as much as possible. Establish criteria for group feedback such as:
 - demonstration is clear and easy to follow
 - language associated with the activity is used accurately
 - comparisons to familiar games or activities help to develop understanding
 - demonstration was successful; the other students learned the game

SUGGESTED LEARNING RESOURCES

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.

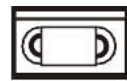


Nuučaanuŋ Elders and Speakers



Print Materials:

- *The First Nations of British Columbia*
- *Ha-Shilth-Sa Newspaper*
- *SAY Magazine*



Videos:

- *The Story of the Coast Salish Knitters*
- *Ŧrina - The Rendering of Wealth*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and use gestures and expressions that accompany requests • communicate wants and needs politely, using complete sentences • ask for and give information and clarification • give and respond to instructions involving several objects and/or actions • exchange opinions and preferences, giving reasons • read simple sentences proficiently • participate in conversations that include past, present and future actions and events 	<p>Students at this level need continued support to develop the range of language necessary to communicate with each other. The focus of learning is to convey and understand meaning for practical purposes in situations that are relevant to Grade 9 students, such as ordering a meal or buying a gift.</p> <ul style="list-style-type: none"> • Using appropriate props, have students work in pairs to practice producing and responding to requests – e.g., <i>Łaakšičs hidii qayac qiciiyk.</i> (<i>Please get three pencils.</i>) Students could take on different roles in the interactions (e.g., friends, adults, unfamiliar adults) and use appropriate gestures and expressions of politeness to accompany their requests. • Working in pairs, students role-play a situation in which they are packing for a trip to a Nuučaanuŋ region. Students find out what the weather will be like and prepare a list of clothing and accessories to take. Students use the list to generate questions – e.g., <i>ʔuuk^wiseesak čupxuuk?</i> (<i>Are you taking a sweater?</i>) Partners respond negatively or affirmatively in complete sentences. • In groups (or as a class), have students create a game show using questions and answers. For example, students could bring objects from home or cut out pictures of objects from magazines. Contestants would ask the host for information about these objects before they guess what it is – e.g., <i>ʔaduux^wii?</i> (<i>How big is it?</i>) <i>Baqeyki?</i> (<i>What is it used for?</i>) Imaginary contestants, prizes and theme music could add to the atmosphere. • After students hear or read a traditional story, ask them to reflect on how verbs and verb forms are used in the story to express direction, frequency, duration, and manner of action. Ask the class questions of clarification which reflect these concepts – e.g., <i>ʔadcibtif^wiyax?</i> (<i>How long were they there?</i>) <i>ʔaadʔaq wiiq paŋ.</i> (<i>As long as the winter lasted.</i>) • In groups of three, have students plan the next Indigenous Games. Students schedule different sports throughout each day, naming the groups or regions that are participating in each event. Groups then present one day of Games events to the class. Students say which group or region they believe will win each event, and explain their reasons.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 9, assessment continues to focus on communication of meaning, with an increasing focus on student interaction. Some of the activities assessed involve spontaneous communication, where the focus is on students’ strategies for expressing and understanding meaning. When students have had opportunities to practice and receive feedback before making presentations, more attention can be paid to accuracy than in their spontaneous interactions.

- When students are engaged in role-plays, note the extent to which they:
 - remain actively engaged in the interaction
 - use appropriate vocabulary related to the theme
 - communicate in complete sentences using correct word order and basic constructions
 - approximate Nuučaan̓uʔ pronunciation and intonation
 - attempt to support each other
 - attempt to self-correct

- When evaluating a group project or presentation, look for evidence that students:
 - focus their attention on the task
 - are willing to share their ideas and support the ideas of others
 - contribute to the activity or presentation
 - ask for feedback
 - help others when the need arises
 - show initiative and demonstrate leadership

- In written work which students have prepared in advance, look for evidence that they:
 - understand and use vocabulary learned in class
 - use high frequency structural words in sentences
 - use high frequency verb endings with relative accuracy
 - attempt to use a variety of verb forms, although they may make frequent errors in choices
 - spell with accuracy based on the accuracy of their pronunciation and grammar

SUGGESTED LEARNING RESOURCES

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.



Nuučaan̓uʔ Elders and Speakers



Print Materials:

- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: Țaataaqsapa Cultural Dictionary*
- *Potlatch*



Web Resources:

- *FirstVoices: <http://www.firstvoices.ca>*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • extract and record relevant information from Nuučaanuŋ language resources to meet information needs • follow appropriate protocol for collecting information from cultural resource people • determine how to find, record and display information • explain researched information in oral, visual, and written forms • acknowledge sources appropriately 	<p>At this level, students will be motivated to acquire information from authentic materials when the purpose is practical and relevant to their age, such as meeting a friend at a bus depot or choosing a fast-food restaurant.</p> <ul style="list-style-type: none"> • Have students each identify and select a non-fiction piece in Nuučaanuŋ from resources such as written text, videos of Elders, or cultural resource people. Students read, view, or listen to their resource, and list four questions about the most interesting facts. Then ask students to exchange their resources with partners and answer one another's questions. • Invite students to read several letters in Nuučaanuŋ, noting the topics discussed, opinions given, and expressions used. Ask them to write their own letters, either to a Nuučaanuŋ newspaper, or to pen-pals. • Have students each telephone a Nuučaanuŋ business or organization in the community to find out its hours of business. (The teacher could contact businesses and organizations in advance to confirm that the telephone will be answered in Nuučaanuŋ. Alternatively, students could role-play a similar exercise.) • After students examine several classified advertisements in newspapers, have them create an advertising section for their classroom bulletin board. Students prepare advertisements for real or imagined objects and respond to them in telephone role-plays. When responding to the ads, students should make appropriate inquiries, such as details about the objects for sale and when and where they can be viewed. • Have students look over a selection of newspapers, then brainstorm ideas for creating a class newspaper. Contents could include sports, weather, film reviews, advertisements, articles about school and current events, photographs and graphics, etc. Students could form groups to work on the various categories, and create the newspaper on the computer. • Provide students with several movie advertisements translated into Nuučaanuŋ and have them role-play planning to attend one. Their choices should reflect the information acquired from the advertisements (i.e., movie title, location, time, actors, critics' ratings).

SUGGESTED ASSESSMENT STRATEGIES

Students at this level show evidence of their language skills and strategies in the way they approach and work with Nuučaanuŋ materials, as well as the way they represent the information they acquire. Frequent opportunities to choose their own tasks will increase student interest.

- When students read, view, or listen to non-fiction materials and prepare questions for their classmates, note the extent to which they:
 - identify main ideas
 - rely on prior learning to derive meaning
 - use correct structures when writing questions
 - choose questions that highlight the main ideas in the material
 - use a range of open-ended questions
- When students prepare and respond to advertisements in Nuučaanuŋ, note the extent to which they:
 - use the appropriate format
 - write clearly in simple Nuučaanuŋ
 - refer to information in the ads during their “calls”
 - interact in Nuučaanuŋ to complete the task
- Work with students to develop assessment criteria for their newspaper articles. Criteria could include:
 - uses language and structure accurately
 - attempts to model newspaper style
 - provides relevant and creative details
 - works well with others and shows respect for others’ ideas
- When students work with materials such as movie advertisements, look for evidence that they are able to:
 - locate familiar words
 - use the context to support inferences about the information
 - predict meaning by interpreting photographs and graphics
 - focus on finding the key information needed
- Have students chart their progress in their journals at the end of each class, noting new vocabulary, phrases, or facts they have learned, and setting goals for language use. At the end of a unit or semester, students could use their journal entries to report on what they have learned to their parents, in simple written Nuučaanuŋ.

SUGGESTED LEARNING RESOURCES

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.






Nuučaanuŋ Elders and Speakers



Print Materials:

- *Ha-Shilth-Sa Newspaper*
- *A Visit to the Other World, A Nitinat Text (With Translation and Grammatical Analysis)*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works in Nuučaanuŋ • respond to creative works in oral, visual and written forms • demonstrate an understanding of the conclusions drawn from a Nuučaanuŋ story • identify the dilemma or conflicts faced by the main character in moral stories • read or recite traditional stories, poems, or songs aloud 	<p>The range of creative works which students can experience will increase greatly if students are able to access a variety of community resource people, as well as CDs, videos, and other resources. Directing students to current internet sites will also encourage and sustain their interest in creative works.</p> <ul style="list-style-type: none"> • Have students search the internet for museums in Nuučaanuŋ communities and look at several current exhibits, or visit a local cultural site or gallery. Then invite students to imagine they are curators of an upcoming exhibit. Ask them to plan an opening ceremony and write out a script. Students in groups could then perform their ceremonies for the class. • Present a video or pictures of traditional Nuučaanuŋ architecture and carving. Invite students to note or comment on what they find appealing. For a classroom display, have students choose particular aspects of styles that interest them. Ask them to label their work, noting time period, geographical location, and other relevant details. • Invite students to read or listen to simple Nuučaanuŋ stories, including myths, legends, or other stories appropriate to Nuučaanuŋ culture, which demonstrate inclusive language and protocol. Students then present the stories through media of their choice (e.g., skits, puppet shows, drawings) and demonstrate their understanding of the conclusions drawn – e.g., <i>Baaqcaxadibitit?uwiy?</i> (<i>Why did they go there?</i>) • Invite each student to select a short story (from his or her own work or from a published source) and modify it into poem format in order to create a song. Students could then record their songs digitally or on audiotape. • Working in groups of four, students create a photo album about the life of a fictitious person or someone they know. Students find photographs or draw illustrations, then make captions for each event, including a brief description of the event, date of the event, and age of the person at that time. The photo album should cover a 10-year span with at least 20 events. • Have students create a comic strip that depicts where a character is going (e.g., beach, fishing, mall). Students say what happens to the character during the adventure and describe how the character feels. Encourage students to write a funny or surprising ending to their story and use at least five frames.

SUGGESTED ASSESSMENT STRATEGIES	SUGGESTED LEARNING RESOURCES
<p>At this level, students are able to experience and respond to an increasing range of situations. Students reveal their development in the choices they make and in their efforts to use Nuučaan̓uʔ in informal situations, as well as in their oral, visual, and written responses.</p> <ul style="list-style-type: none"> • To assess students’ opening ceremonies, look for evidence that students: <ul style="list-style-type: none"> - demonstrate an appreciation of welcoming language - present accurate, appropriate, and complete information - attempt to appeal to their audience - incorporate necessary vocabulary, language structures, and expressions • When students present their displays of architectural styles or carving styles, look for evidence that they: <ul style="list-style-type: none"> - make connections with other experiences - offer reasons and examples to support their preferences and ideas - respond to other students’ work • Collaboratively develop criteria for students’ presentations of stories and songs. For example: <ul style="list-style-type: none"> - develops a clear feeling, theme, or message that is consistent with the original - sequences events logically - reflects key features or qualities of the characters - incorporates appropriate conventions and traditions • When evaluating photo albums or comic strips, look for evidence that students: <ul style="list-style-type: none"> - include a variety of images that are visually engaging - are willing to explore meaning - use appropriate vocabulary • When students discuss creative works using Nuučaan̓uʔ, look for evidence that they: <ul style="list-style-type: none"> - consider works not presented in class - make connections between their responses and other experiences and preferences - take risks to use new vocabulary, structures, or formats 	<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>Nuučaan̓uʔ Elders and Speakers</i></p> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience</i> • <i>A Visit to the Other World, A Nitinat Text (With Translation and Grammatical Analysis)</i> <p> Videos:</p> <ul style="list-style-type: none"> • <i>Picturing a People</i> • <i>The Story of the Coast Salish Knitters</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify and record names of places that are important to their families • use Nuučaanuʔ to participate in traditional cultural activities and games • use appropriate register to interact with Elders or teachers • distinguish similarities and differences between Nuučaanuʔ customs and those of other Canadian Aboriginal cultures • recognize and use gestures and expressions that accompany the giving of gifts to friends and Elders • identify and describe ways that Nuučaanuʔ and other languages have influenced each other 	<p>With students’ deepening understanding of Nuučaanuʔ culture, they are motivated to continue their language learning and add new perspectives to their views of the world.</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in traditional cultural activities within the school or community - e.g., singing, drumming or dancing; traditional games such as <i>lahal</i>; cultural field trips. Ask students to attend a potlatch or cultural feast in the community where Nuučaanuʔ is spoken, and then share their experience with the class. • Have students listen to an Elder describe how to welcome people to an event. Students then role-play the situations described by the Elder. • Have students compare and contrast how people celebrate birthdays or other special occasions in Nuučaanuʔ regions. Students can focus on food, setting, attire, guests, music, and dance. • Ask students to compare Nuučaanuʔ culture to other Canadian Aboriginal cultures using resources such as video excerpts, websites, advertisements, schedules, menus, recipes, and brochures from other Aboriginal regions. Students identify cultural elements such as body language, greetings and leave-taking, contemporary life, traditional fashion, settings and surroundings, routines, and traditional housing. In groups, students then pool their results, which they present to the class using oral, visual, or multimedia methods. • Ask students to choose music excerpts from their favourite First Nations musicians and put together an awards ceremony, where they present their artists and music clips to the class using Nuučaanuʔ. Encourage students to give as much background information as possible – e.g., artist’s name, birthday, home community, song titles, interesting facts. • Have students brainstorm lists of Nuučaanuʔ words used in English (e.g., <i>potlatch</i>, <i>tyee</i>), and English words used in Nuučaanuʔ (e.g., <i>šuuwis</i> ‘shoes’). Students could also consider <i>blended</i> words, which have one Nuučaanuʔ part and one English part (e.g., English <i>saltchuck</i> ‘salt water’, Nuučaanuʔ <i>šuušuuwisacawʔ</i> ‘to put on shoes’). These words may be found in authentic materials read or heard in class, or outside of class. Discuss Nuučaanuʔ’ contribution to the trade language Chinook Jargon, which in turn contributed many words to English. Encourage students to add words or phrases to their lists on an ongoing basis.

SUGGESTED ASSESSMENT STRATEGIES

As students talk and write about their developing knowledge of Nuučaanuŋ culture, look for evidence of openness to and interest in diversity, as well as increasing knowledge of linguistic and cultural comparisons.

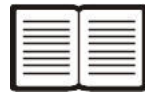
- Collaboratively develop assessment criteria before students role-play welcoming people. For example, look for evidence that students:
 - understand key characteristics of protocol for welcoming someone
 - demonstrate awareness of cultural elements in the protocol
 - interpret the ideas, themes, and feelings of the ceremony
 - use appropriate register
- When students compare and contrast birthday or other celebrations, look for evidence that they are:
 - willing to go to some effort to research traditions
 - making connections between their own traditions and Nuučaanuŋ traditions
 - able to present accurate and detailed information in understandable Nuučaanuŋ
 - willing to take risks to use new vocabulary and language structures
 - interested in the information presented by classmates
- Work with students to develop criteria for their presentations comparing Nuučaanuŋ culture to another Aboriginal culture. For example, they might be expected to demonstrate:
 - awareness and use of a variety of resources, such as websites, library sources, and people in the community
 - detailed knowledge about key traditional and contemporary cultural characteristics
 - sensitivity to the lives and customs of inhabitants of their chosen Nation or region
 - awareness of some of the behaviours, attitudes, values, or customs that are common to Nuučaanuŋ culture
 - respect for diversity and differences in customs
- Review students' lists of words used in both Nuučaanuŋ and English. Look for evidence that students are able to draw conclusions and make generalizations about:
 - the language in which each word originated
 - factors that contribute to the use of loan words
 - how and why words' pronunciations may be changed when they are borrowed into a language with different speech sounds.

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:

- *First Nations, Inuit, and Métis Peoples: Exploring their Past, Present and Future*
- *Ghost Canoe*
- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: Țaataaqsapa Cultural Dictionary*
- *wawaacakuk yaqwii?itq quu?as: The Sayings of our First People*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • ask for and give information and clarification • give a set of instructions with appropriate sequence, rules, conditions and imperatives • discuss options and preferences using words for possibility, comparison, contrast and cause • describe or narrate an experience, event or situation with supporting detail • read connected messages (e.g., stories, articles) • interact in conversations that include past, present and future actions and events 	<p>Students at this level display a growing ability to take risks with language and should be encouraged to do so. Communicating meaning is still the central focus of this organizer. While emphasis remains on the practical and everyday use of language, students' descriptive abilities include linking and sequencing of narrative.</p> <ul style="list-style-type: none"> • Using a story or flashcards as prompts, have students work with partners to practice asking for clarification about “who did what to whom” – e.g., <i>?ača'atuhs hapsaapt ciyapuxs? (Who hid my hat?)</i> <i>?aqich ?iitaqšix? (How did he have an accident?)</i> Ask students to observe how participants' roles in a sentence are expressed with word order and endings. • Invite students to prepare a demonstration of an activity for the class, giving oral instructions in Nuučaanuŋ - e.g., how to make jam, how to bake muffins, how to play a card game. Students should also submit their instructions to the teacher in written form, with diagrams or illustrations where appropriate. • Have a class discussion about options, and ask students to consider the advantages and disadvantages of each – e.g., having a baby as a teenager or later in life. • In small groups, ask students to share information related to a memorable event or experience (e.g., vacation, special celebration, weekend activity). Students should include information about where and when the event took place and why it was memorable. Other students then ask questions about the event or the experience. • Invite a fluent Elder to share stories with the class, or have students select a more complex written Nuučaanuŋ story to read. Then ask students to refer to their notes to retell one of the stories - e.g., describe the experiences of someone who was not allowed to speak Nuučaanuŋ, tell the story of the first telephone system in the community, explain how Residential Schools came to be. • Have students prepare restaurant situation cards (e.g., unhappy customer, reserved table given to someone else, server brings wrong meal, tourist having trouble with the menu or currency, someone in a hurry). Students form into groups of four and each group selects a card. Each group develops a skit about the situation chosen and presents it to the class.

SUGGESTED ASSESSMENT STRATEGIES

Students are increasingly able to engage in spontaneous interactions and presentations using vocabulary and structures they have memorized. The focus of assessment continues to be whether or not students are able to understand and convey meaningful messages. Where students have had opportunities to use resources, practice, receive feedback, and make corrections, they are expected to work toward accuracy. Assessment should not, however, emphasize correctness to the extent that students are afraid to take the risks that are essential to their language development.

- In students’ oral and written instructions for everyday activities, look for:
 - logical sequence of steps
 - topical vocabulary
 - clear, easy-to-follow delivery (errors in pronunciation or language do not inhibit understanding of the demonstration)
 - illustrations, diagrams, or other visual aids where appropriate

- When students discuss options or share memorable events in the past, look for evidence that they:
 - include detail to enhance their descriptions
 - convey a logical sequence or progression of events
 - use appropriate language patterns, including verb tenses and if/then statements – e.g., *ʔuupakuutʔičʔi miʔaaquu. (Wear your coat if it’s raining.)*
 - draw on an increasing range of vocabulary
 - ask one another questions to clarify or obtain additional details
 - take risks with language to extend their language development

- When students retell stories they have heard or read, look for:
 - several sentences of coherent discourse
 - relative detail and precision
 - accurate representation of the source story
 - risk-taking to include new or interesting information

- When students are engaged in a role-play, use a checklist to assess the extent to which they:
 - actively engage in the interactions
 - are able to sustain interaction, taking risks to extend their language boundaries

SUGGESTED LEARNING RESOURCES

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.

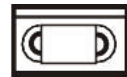


Nuučaanuʔ Elders and Speakers



Print Materials:

- *My Name is Seepetza*
- *No Time to Say Goodbye: Children’s Stories of Kuper Island Residential School*
- *Tales from the Longhouse*



Videos:

- *First Nations: The Circle Unbroken – Video 4: Education, As We See It, Last Days of Okak, Commandos of Christ*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • extract, retrieve and process information from Nuučaanuŋ language resources to complete authentic tasks • follow appropriate protocol for collecting information from cultural resource people • determine how to find, record and display information • explain researched information in oral, visual and written forms • acknowledge sources appropriately 	<p>By now, students are able to use many strategies to identify key information in authentic documents, recordings, and fluent speech. The tasks students perform frequently integrate all aspects of their language learning, and should relate directly to their lives.</p> <ul style="list-style-type: none"> • Have students view or listen to archived recordings of Elders' conversations. Invite students to keep listening logs, noting topics of conversation and familiar and unfamiliar words. As an extension, students could invite Elders into the classroom and record them conversing in fluent Nuučaanuŋ to add to the archive. Remind students to follow appropriate protocol: explain the purpose of the invitation, share tea and <i>čamus</i> with the Elders, and ask permission to record their conversation. • Invite students to select a cultural topic and research and interview from multiple sources as they develop their project. Ask students to present what they have learned in the form of a legend or story, either written or presented to the class orally. • Working in groups of three, have students create a sporting goods catalogue with a slogan for their product line. Students may use store catalogues, magazines, and internet downloads to find images of various sports equipment, clothing, and accessories, then label them in Nuučaanuŋ with brief descriptions and prices. Students exchange catalogues with another group and make a list of things they would buy, explaining why they need each item and why they like it. • Challenge students to choose interesting articles from magazines or newspapers and each note four interesting facts to present. As a follow-up, students could write letters to the editor or design fact quizzes for classmates • In small groups, students research similarities and differences between people, places or situations (e.g., Nuučaanuŋ and K^wak^wakawak^w artwork, hunting and fishing camps, traditional resource gathering areas, First Nations' and immigrant cultures' celebrations), listing ideas, findings, and examples in Nuučaanuŋ. Students then prepare a display of this information to present to the class. • Invite students to review <i>Let's Bus It!</i> transit schedule information in other First Nations languages and prepare an insert in Nuučaanuŋ for the transit schedule in Port Alberni or another Vancouver Island community.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to work with an increasing variety of print materials, the internet, and other media to locate information required for tasks. Assessment considers both the processes students use - the skills, strategies, and approaches they employ to acquire information from resources - and the products or activities that demonstrate their degree of success. Self-assessment plays an important role in supporting skill development.

- For listening log assignments, look for evidence that students:
 - complete an entry for each day
 - identify what they understood of each conversation
 - use appropriate language-learning strategies
- Rate each aspect of oral presentations and role-play performances on a five-point scale where 5 = excellent and 1 = requirements not met. Students can assess their own performance and provide feedback to their peers using the same scale. For example, check if students:
 - include accurate and relevant information
 - communicate clearly
 - make direct reference to details provided in original source
 - use appropriate vocabulary and language structures
 - sustain interaction and support each other with questions, prompts, and body language
- Assess written assignments using criteria similar to those for oral presentations. For example, check that:
 - communication is clear
 - information is accurate and relevant
 - details and examples are included
 - language is appropriate
 - material is easy to follow and effectively organized to suit the focus of the task
 - information sources are acknowledged

SUGGESTED LEARNING RESOURCES

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.



Nuučaan̓uʔ Elders and Speakers



Print Materials:

- *Cwan: The Armourer*
- *Potlatch*
- *Son of Raven, Son of Deer*
- *The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works in Nuučaanuŋ • reflect on and respond to creative works in oral, visual and written forms • demonstrate an understanding of the conclusions drawn from a Nuučaanuŋ story • identify the dilemma or conflicts and resolution faced by the main character in moral stories • retell a traditional story orally 	<p>At this level, students will be able to appreciate a range of creative works and may bring in examples from outside the class. Engagement in activities increases when students can make individual choices, and when they are encouraged to respond creatively.</p> <ul style="list-style-type: none"> • As a class, select three Nuučaanuŋ creative works for discussion. The works could be drawn from visual, oral or written resources (e.g., videos, books, pieces of art, computer resources, audio recordings). After the discussion, have students select one of the works to respond to, using a variety of forms (e.g., drawing, actions, mime, dance, computer graphics, music, audio recording, listening log, poetry). • Challenge students to video-record, with permission, the witnessing of potlatches and other traditional cultural experiences. Students could then edit their footage using computer software to create a finished production. • Assist students in following protocol to obtain permission to audio-record an Elder or fluent speaker telling an oral story or legend. Alternatively, the speaker could read or retell a published Nuučaanuŋ story. Challenge students to compare the story they have recorded to other stories they have experienced, focusing on the conflicts faced by the main character, the resolution, and the conclusions drawn from the story. • Work with the class to examine several versions of a myth, fairy tale, or other form of story as it exists in Nuučaanuŋ and other cultures. Then invite students in groups to select scenes to act out in Nuučaanuŋ. Have students identify similarities and differences in plot, theme, moral, and other elements in various versions of the story. Students could create a chart that reflects the similarities and differences between two versions. • Have students read a selection of Nuučaanuŋ children’s stories that include relationships and then create their own oral and written works to desktop-publish and/or present to the class. For example, each student could select one of the following projects: <ul style="list-style-type: none"> - create a pattern book for young children - illustrate a story to clarify the meaning - role-play a story - retell a story orally - change one element of the story all the way through - record a story on audiotape or video

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral language, their methods of responding grow to include artwork, visual displays, and oral or electronic presentations. Students often work collaboratively to develop their responses.

- In students’ presentations (e.g., mime, music, illustrations, dance, poetry) look for evidence that they:
 - represent key ideas or themes of the work they are responding to
 - draw attention to the work’s unique features
 - add interest by providing details, images, and elaboration
- When students analyze and compare elements of traditional stories, consider the extent to which they:
 - show understanding of the Nuučaan̓uʔ story
 - show a relevant connection to the story
 - identify content that reflects the cultures
 - identify features that are unique to the cultures
 - describe similarities and differences between Nuučaan̓uʔ stories and other cultures’ stories
- When students role-play a story, look for:
 - inclusion of accurate details and relevant information from the source story
 - events sequenced in a logical way
 - clear communication of meaning
 - appropriate language structures and vocabulary
 - sustained interaction
- When students change an element of a story, look for evidence that they:
 - understand relevant details of the original story
 - maintain the change consistently throughout the new story
 - show creativity in their revisions
 - retain the original intent or teachings
- Occasionally have students reflect on and self-assess their responses to creative works by responding orally or in journals to prompts such as:
 - *(I enjoy listening to Nuučaan̓uʔ materials when _____.)*
 - *(My responses to Nuučaan̓uʔ materials are different when _____.)*
 - *(I could probably increase my enjoyment of Nuučaan̓uʔ creative works if I _____.)*

Responses might include, e.g.,

ʔuuq̓aphs naʔaatah. (I enjoyed listening.)
ʔuuq̓aphsʔaaʔ naʔaatah naniiq nunuuk̓ aʔquu.
(I enjoy listening to my grandfather when he is singing.)

SUGGESTED LEARNING RESOURCES

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.



Nuučaan̓uʔ Elders and Speakers



Print Materials:

- *Ha-Shilth-Sa Newspaper*
- *Living on the Edge: Nuu-Chah-Nulth History from an Ahousaht Chief’s Perspective*
- *The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience*



Videos:

- *Yuxweluptun: Man of Masks*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify and record names of places that are important to their families and communities • use Nuučaan̓uʔ to participate in traditional cultural activities and games • use appropriate register to converse with Elders or teachers • distinguish similarities and differences between Nuučaan̓uʔ customs and those of other Canadian Aboriginal cultures • contribute to the preparation of a potlatch or cultural feast • identify examples of puns and jokes 	<p>Students in Grade 10 are working hard to establish their own identities while at the same time wondering how they compare to others. To help them shape their own identities while respecting others, they examine the role of cultural practices and traditional language patterns.</p> <ul style="list-style-type: none"> • Invite students to interview family and community members to document names of places that are important to their families or their families’ responsibilities, or to other members of the community. Students should choose the most appropriate format for presenting the information they have gathered – e.g., map, computer database, audio recording. • Provide opportunities for students to take part in traditional cultural activities in the community - e.g., food and cedar gathering, traditional games. Students should attend at least two potlatches or cultural feasts over the course of the year, and contribute to preparations for the events. Ask students to observe fluent Nuučaan̓uʔ speakers’ use of different registers at these events. • Show a film or video set in another Canadian Aboriginal region. Ask students to identify elements other than language that suggest the film’s setting. Students might consider how events and scenes would look if the story took place this year in British Columbia, or compare and contrast the relationship protocol of characters in the movie and the protocol of Nuučaan̓uʔ culture. • Invite students to assume fictitious Nuučaan̓uʔ identities, including names and regions of origin. Have them make oral presentations to the class based on the characters they have assumed. The teacher or students could provide prompts to elicit information such as home community, family life, profession, and age. After the presentations, each student submits a written report on his or her character’s community or region. • Show a film depicting the life of a Nuučaan̓uʔ family. Ask students to compare the family dynamics, traditions, and customs of the family to those of their own. Students could select a scene and act out an adapted version. • Encourage students to keep ongoing records of jokes and puns encountered in listening and reading activities. Suggest that students in groups create short role-plays around them.

SUGGESTED ASSESSMENT STRATEGIES

Assessment is based on activities that show a growing awareness of Nuučaanuŋ cultural practices and expressions. Activities should also encourage students to reflect on and make comparisons among Nuučaanuŋ culture, Canadian cultures, their own cultures, and the cultures of their friends.

- When students share their opinions, look for evidence that they:
 - participate actively in the discussion
 - take opportunities to express their ideas in Nuučaanuŋ
 - demonstrate respect for cultural diversity
 - use detail to support their points of view

- When students act out an adaptation of a Nuučaanuŋ film, or develop role-plays based on jokes and puns, look for evidence that they:
 - interact entirely in Nuučaanuŋ
 - convey relevant information, using appropriate register and relationship protocol
 - show creativity and takes risks with language
 - use a variety of strategies to negotiate meaning and sustain the interaction (e.g., rephrasing, questioning, repeating key words and phrases)

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:

- *First Nations, Inuit, and Métis Peoples: Exploring their Past, Present and Future*
- *Ghost Canoe*
- *HuupuĶanum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs*
- *wawaac'akuk yaqwii?itq quu?as: The Sayings of our First People*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • ask for and give information and assistance • exchange information and opinions about social issues which affect them, giving reasons • describe or narrate events, experiences or situations, using appropriate time referents • use appropriate language structures to give advice • use a range of vocabulary and expressions in past, present, and future 	<p>As students support and encourage each other on a regular basis, they are able to interact with greater confidence in familiar situations and apply their growing range of strategies more consistently.</p> <ul style="list-style-type: none"> • Have students create and present a conversation in which they plan to meet somewhere. Students must decide what time to meet and what they plan to do while they are there. Ask students to sequence the events using appropriate time referents - e.g., <i>?utwii 'first', miĥ 'then'</i>. • As a class, discuss community issues such as Nuūcaanuŋ language policy or political involvement with Treaty negotiation. Invite students to present their opinions or positions, giving reasons. • Invite students to imagine they have just returned from a cultural exchange to another Nuūcaanuŋ community. Have them write a thank-you letter to the organization that sponsored them, including details about where they stayed, what they did, what they learned, and what they liked most. Ask them to say whether they would or would not recommend the exchange, and explain why. • As a class, brainstorm a list of aptitudes, skills, and interests appropriate for the workplace. Have students work in pairs to identify one another's aptitudes and interests and imagine possible career choices, giving reasons for their choices. Students present their findings orally to the class. • Ask students to find examples of Nuūcaanuŋ people whose accomplishments they admire. List the names on the board and discuss. Then have students think of accomplishments or successes in their own lives of which they feel proud. Students can share their responses orally or in written form. Encourage students to include visuals where possible. • Invite students to create role-plays from situation cards (could be student generated) about asking for and giving advice. Give time for preparation but not memorization. Situations might include: <ul style="list-style-type: none"> - a student studying Nuūcaanuŋ for the first time seeking study tips - a student seeking information on how to increase personal health, energy, and fitness - a student wanting advice on what to take on a camping trip <p>To follow up and check for comprehension, suggest that students choose one or more of the situations presented and write what they would advise in a letter offering advice to a real or imagined younger sibling or cousin living away from the community.</p>

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment increasingly involves situations or tasks designed to help students develop and demonstrate their growing language facility. Self- and peer assessment continue to be important ways of supporting students as they acquire and practice useful vocabulary, structures, and interactions.

- When students invite each other to participate in different activities, look for evidence that they:
 - communicate their ideas clearly
 - extend invitations using appropriate vocabulary and expressions
 - pronounce Nuučaanuŋ words accurately
 - ask for more information if accepting an invitation - e.g., *Wask^{wii}?aqʔs ʔuučāčič?* (*When do I have to go?*)
 - respond politely and give a reason why if refusing an invitation - e.g., *wiʔ maaqʔs ʔuučāčič mamuuk witas.* (*No, I can't go, because I'm going to work.*)
 - sustain interaction with little or no hesitation
- Assess students' oral work for evidence that:
 - information is complete
 - verb tenses and intonation support communication
 - presentation is clear
 - narration of events is comprehensible
 - some detail is provided
 - preparation has occurred (e.g., students speak confidently with minimal support)
- Assess students' writing for evidence that:
 - meaning is clear
 - supporting details, reasons, or examples are included
 - a variety of vocabulary and expressions are included
 - time sequence is clear, with attempts to use transitions - e.g., *ʔutwii 'first', miŋ 'then'*.
- As a class, determine key behaviours or criteria for students' daily oral communication in class. Criteria might include evidence that students:
 - volunteer questions and information
 - take opportunities to practice newly acquired vocabulary and structures
 - persevere in Nuučaanuŋ (e.g., repeating, rephrasing, using gestures) when they cannot understand or be understood
 - support and encourage other students when they speak in or listen to Nuučaanuŋ
 - take risks to use unfamiliar language
 - self-monitor and attempt to correct recurring or significant errors

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:

- *SAY Magazine*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • record and organize relevant information from Nuučaanuŋ resources to fit a research need • follow appropriate protocol for collecting information from cultural resource people • identify forms of communication chosen to match a purpose and audience • summarize and use acquired information in oral, visual, and written forms • follow protocol for acknowledging sources 	<p>At this level, many students are able to retrieve specific information and apply their growing language abilities to adapting information for a purpose. Both the resources and the tasks should be at the age and interest level of the students, and be relevant to their lives.</p> <ul style="list-style-type: none"> • Ask students to research and report on historical information relating to current issues - e.g., Residential Schooling and the problems it created. Students could prepare a factual written report based on their research, with visual or audio accompaniment that adds to its effectiveness for a particular audience - e.g., display, model, video. • Invite a guest to speak in Nuučaanuŋ about health and fitness activities available to people along a sea coast – e.g., hiking, cycling, kayaking, canoeing. Based on information learned from this presentation, each student chooses one area of his/her lifestyle to improve. Ask each student to create a Self-Improvement Plan in Nuučaanuŋ, and monitor progress for one month in a journal. Entries should be written daily and make direct reference to the plan each student has developed, noting steps taken or not taken. At the end of the month, students may present their plans to the class with summaries of the results. Results could also be presented in graphic or visual form. • In small groups, students brainstorm research questions about an environmental or social issue of their choice - e.g., fish farming, logging practices, development on archaeologically significant sites, etc. Using Nuučaanuŋ, students interview community resource people who are knowledgeable about their topic, taking notes and/or recording the interview on audiotape or video. Students then use the information they learned to compare and contrast current and former resource harvesting practices, land uses, etc., summarizing the advantages and disadvantages of each. Students could then organize an awareness campaign about their chosen issue for the school, including posters, announcements and leaflets in Nuučaanuŋ. • When students learn vocabulary from community resource people which is not in existing Nuučaanuŋ dictionaries, encourage them to record it, with the source's permission, in a suitable format – e.g., class dictionary, database, audio recording, or on the FirstVoices website. Students could contribute the words and word-forms they collect to community dictionary projects at the end of the year, following appropriate protocol for acknowledging sources.

SUGGESTED ASSESSMENT STRATEGIES

By Grade 11, students are familiar with a wide range of classroom, library, and community resources they can use to locate information. Assessment focuses on the extent to which students are able to draw on these resources to develop accurate and relevant information for a variety of assignments. The forms and skills students use to apply and convey the information for particular purposes and audiences are increasingly important.

- When students complete written research assignments, look for evidence that:
 - information is organized, relevant, and accurate
 - the assignment includes details, reasons, and examples to support key points
 - language is appropriate and understandable
 - transitions and tenses are used effectively
- When assessing students' Self-Improvement Plans, consider the extent to which they have:
 - developed coherent plans based on information presented by the guest speaker
 - communicated relevant information clearly
 - documented progress daily
 - summarized results (what worked and what did not), giving reasons and conclusions
- For projects such as awareness campaigns, look for evidence that:
 - information is accurate and relevant
 - presentation is informative and easy to follow
 - appropriate details designed to engage the audience are included
 - vocabulary, expressions, and structures are used appropriately and effectively
 - the student has taken risks to include complex information or unfamiliar language
 - presentation demonstrates a sensitivity to cultural issues
- After students have worked with information from a variety of sources, prompt them to reflect on and assess the strategies they used by asking questions such as:
 - Overall, how successful were you at finding the information you needed?
 - What was your first approach to the material? How did that work?
 - What other strategies did you use that seemed most helpful?
 - What types of problems caused you the most difficulty? What strategies helped?
 - H̄uutiqsi?aʔk? (Are you learning?)
 - Hiix^w atmis ?iš. (I had problems.)

SUGGESTED LEARNING RESOURCES

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.

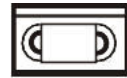


Nuučaan̄uʔ Elders and Speakers



Print Materials:

- *The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience*



Videos:

- *Chronicles of Pride*
- *Dr. George Clutesi – Curriculum Project (Parenting)*
- *First Nations: The Circle Unbroken – Video Series*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works in Nuučaanuŋ • reflect on and respond to creative works in oral, visual and written forms • demonstrate comprehension of the main idea and details of a Nuučaanuŋ story • identify and reflect on lessons learned from moral stories • recognize storytelling techniques used for effectiveness of presentation • retell a traditional story, orally or in writing 	<p>At this age, students are generally more receptive to experiencing creative works from a broader range of genres, time periods, and Nuučaanuŋ regions. Students’ developing language skills allow them to appreciate these creative works and their cultural contexts more fully.</p> <ul style="list-style-type: none"> • Show students a video or presentation on Nuučaanuŋ dances. Have students in small groups select a particular dance and research the origin and history of the dance. Groups present the information to the class in their chosen format (e.g., poster, skit, oral report) and demonstrate some of the steps. • As a class, have students listen to two songs (one contemporary and one traditional) from a Nuučaanuŋ region. Have students in small groups brainstorm similarities and differences between the two songs, noting tone, instruments, lyrics, and so on. Groups present their ideas and answer questions from the class. • Invite students to retell a traditional story or share a story they have created in 3-4 paragraphs, focusing on developing the main character - e.g., his/her strengths and weaknesses, his/her dilemma, the problem, the resolution, the teaching, and the lesson. Students could present the story orally or in writing, supported by various media - e.g., dramatization, illustrations, multimedia presentation. • Invite students to listen to Nuučaanuŋ stories told by a fluent Elder, either in person or on audiotape. Ask students to focus on storytelling techniques, such as intonation and ways of building suspense (e.g., repetition). Students could also observe and identify these features in a written transcript of a story. Challenge students to retell a story using these techniques, or create and present a new story that makes use of them. • Present a folk tale, legend, or modern Nuučaanuŋ story, but do not provide the ending. Challenge students to write or act out possible endings.

SUGGESTED ASSESSMENT STRATEGIES

By Grade 11, students’ oral and written skills should enable them to respond to creative works in varied ways and with increasing detail. Through oral interactions, as well as short written texts, students demonstrate an increasing level of sophistication in their responses.

- To evaluate students’ presentation of Nuučaanuƛ dances, note the extent to which they:
 - have gone to some effort to find information
 - demonstrate cultural appreciation
 - are willing to learn and teach others how to do the dance

- When students present group responses to contemporary and traditional music, observe and note the extent to which they:
 - express and support a consistent point of view
 - provide accurate information
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage others

- When students present a new story or ending, or retell a traditional narrative, look for evidence that:
 - presentation and choice of vocabulary convey the characters’ emotions and the mood of the story
 - students attempt to use traditional storytelling techniques they have identified (e.g., intonation, repetition)
 - presentation has been rehearsed
 - students attempt to engage their audience

- From time to time, have students review their responses to creative works by answering questions such as:
 - Which of the creative works you have viewed, listened to, or read this year or term stands out in your mind?
 - ʔaqičiƛ mik ʔih sahtakup?
(What was special about it?)
 - Which part of the activity was most interesting for you—reading, viewing, listening, or creating your response?

SUGGESTED LEARNING RESOURCES

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.

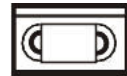


Nuučaanuƛ Elders and Speakers



Print Materials:

- *Back to Basics: Family Unity: The Strength of a Nation*
- *Ha-Shilth-Sa Newspaper*



Videos:

- *First Nations: The Circle Unbroken – Video Series*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use Nuučaanuŋ to participate in traditional cultural activities and community events • converse with an unfamiliar speaker, using appropriate register - e.g., formal register, informal register, etc. • identify the contributions of Nuučaanuŋ people to the world • demonstrate an understanding of regalia used during celebrations and ceremonies • demonstrate understanding and acknowledgement of Nuučaanuŋ dialects • identify examples of implied or indirect language • identify and explain the construction and purpose of puns and jokes 	<p>As students’ understanding of Nuučaanuŋ culture deepens, they will recognize how the Nuučaanuŋ and English languages and cultures influence one another. Through the study of Nuučaanuŋ culture and reflection on other cultures, most students at this level are enhancing their sensitivity toward other cultures as a whole.</p> <ul style="list-style-type: none"> • Set up and role-play ceremonial events with the guidance of an experienced Elder. Have students take on various roles. Students should also investigate the regalia associated with the ceremonies, including their meaning and origin in traditional narratives. • Invite students to explore historical writings to gain an understanding of the ethnobotany, archaeology and history of the Nuučaanuŋ region. • Have students work in small groups to investigate similarities and differences among dialects within the Nuučaanuŋ region, by interviewing fluent speakers and looking for further examples in print or video resources. Students could consider pronunciation, vocabulary, or the influences of writing systems on dialects. Students with relatives in the Makah Nation on the Olympic Peninsula in Washington State might also want to investigate similarities and differences between the Q*idišč?aatx language and the Nuučaanuŋ dialects of Vancouver Island. • Have students use the internet or other resources to find information on well-known Nuučaanuŋ leaders, past and present. Each student selects a person and prepares a poster that includes pictures, biographical details, and a description of the person’s major contribution to the community. In small groups, students present their information orally, while the other students fill out a listening record, then give feedback about the presentation based on the listening record. • Encourage students to maintain lists of puns and jokes encountered in reading and listening activities. Ask them to consider how Nuučaanuŋ puns and jokes are constructed, and when and why they are made - e.g., audience involvement, gentle criticism.

SUGGESTED ASSESSMENT STRATEGIES

Assessment focuses on students’ ability to look at familiar customs from different points of view, whether in the family, school, or community. At this level, the complexity of students’ ideas will far exceed their ability to express them in Nuučaan̓uʔ. To elicit and reveal higher-level thinking, provide opportunities for students to communicate using symbols, graphics, or diagrams, as well as language.

- When students role-play ceremonial events, look for evidence that:
 - the interaction takes place entirely in Nuučaan̓uʔ
 - students convey relevant information, using appropriate register
 - students use appropriate strategies to sustain interaction (e.g., questioning, rephrasing, repeating key phrases)
- When assessing students’ projects on Nuučaan̓uʔ dialects, look for evidence that they:
 - show acceptance of the differences among dialects
 - understand systematic variations in the sound systems of different dialects
 - consider reasons for differences in vocabulary
- When students present information using a poster format, look for evidence that they:
 - include important biographical information about the leader
 - use visuals to add interest and support the written facts
 - include relevant and creative details
 - spell Nuučaan̓uʔ words and phrases correctly

SUGGESTED LEARNING RESOURCES

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.



Nuučaan̓uʔ Elders and Speakers



Print Materials:

- *HuupuḲanum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs*
- *wawaac’akuk yaqwii’itq quu’as: The Sayings of our First People*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • ask for and give detailed information and assistance • seek the input of those who are experienced in the area of discussion • attempt to reformulate the ideas of others to enable consensus • solicit and offer information, ideas, thoughts and points of view, giving reasons and supporting details • discuss short- and long-term plans, goals, and intentions, using appropriate time referents and conjunctions • use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future 	<p>In Grade 12, students are expected to use their Nuučaanuŋ communication skills and strategies to cope in common situations, as well as in unexpected ones. Students should challenge themselves to speak only Nuučaanuŋ in class and seek out opportunities to hear and use Nuučaanuŋ outside the classroom.</p> <ul style="list-style-type: none"> • Divide the class into groups of three. Ask two students in each group to interview the third as a candidate for the ideal housemate. Before the interviews, have groups prepare lists of possible questions. Encourage students to ask additional questions while conducting the interviews. • In small groups, have students discuss the pros and cons of a decision or situation - e.g., going to university or to trade school; living in an urban setting or in a small rural community; standard or vegetarian diets. Information gathered may also be used to compile articles or create displays. • As a class, discuss traditional practices. Invite students to explain one to the class, outlining what is done and why – e.g., why people heat their drums before they play, why you thank the cedar before the bark is stripped. • Have students discuss future plans after graduating, such as work, travel, or further education – e.g., <i>mamuuqh małiis hawaałuus łiisłiis. (I'm going to go to work after school.) łucišł łaqłiis łiłh łahis łayučł łuhtiksł. (I'm going where I can learn more.)</i> Encourage students to give convincing reasons for their choices. • Ask students to set up budgets for the first year after Grade 12. Then have them form groups and discuss how they allocated money for expenses such as tuition, rent, groceries, furnishings, and transportation. • Suggest that students review programs of study from various post-secondary institutions that offer courses in Nuučaanuŋ language or culture. Students decide which institution they would like to attend, fill out the application form, prepare a résumé, and compose a cover letter stating reasons for wanting to enroll at that institution. • Ask students to brainstorm situations outside of school in which they can use Nuučaanuŋ (e.g., conversing with Elders, preparing food with family members, asking for information). Work with students to develop criteria for assessing their degree of success. Then assign partners to work together to apply their Nuučaanuŋ skills in out-of-school tasks. Have each pair submit an outline of the task and an assessment of their success.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with Nuučaanuŋ and the strategies they have developed to sustain and extend communication. Communication and risk-taking continue to be more important in most situations than accuracy and precision. However, in situations where students have practiced and prepared oral or written presentations, assessment should consider errors that detract from the effectiveness or impact of the message. Peer assessment can be an important part of the oral practice that students need to support their language development.

- When students discuss the pros and cons of a decision or situation, look for evidence that they:
 - take positions and make their views clear
 - give relevant reasons and examples to support their opinions
 - listen actively and attempt to respond to or build on others' ideas
 - participate in the discussion using Nuučaanuŋ with some degree of spontaneity and engagement
- In assessing students' written work, look for evidence that students:
 - present and sequence their ideas logically
 - provide relevant details, reasons, and examples to justify their views
 - use a range of vocabulary related to the topic
 - integrate previously learned patterns and structures appropriately
 - use idiomatic expressions to enhance their communication
 - follow appropriate format conventions
- Assess students' résumés and cover letters for:
 - completeness: all appropriate detail is included
 - clarity: information is clear and easy to follow
 - persuasiveness: relevant details and examples effectively support the applications
 - presentation: language and structures are accurate and show a relatively high degree of sophistication and complexity
- Collaboratively develop criteria to assess students' interaction in out-of-school situations. Criteria should include the extent to which students:
 - present clear, complete, appropriate messages
 - interact with growing spontaneity
 - sustain interaction with easy flow of language
 - use vocabulary and idioms effectively
 - avoid serious errors in tense and structure that obscure meaning

SUGGESTED LEARNING RESOURCES

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.



Nuučaanuŋ Elders and Speakers



Print Materials:

- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: Țaataaqsaapa Cultural Dictionary*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • record, analyze and organize relevant information from Nuučaanuŋ resources to fit a research need • follow appropriate protocol for collecting information from cultural resource people • identify forms of communication chosen to match a purpose and audience • condense, synthesize and use acquired information in oral, visual, and written forms • follow protocol for acknowledging sources 	<p>At this level, students will engage in meaningful tasks that require specific information. They should be able to locate information with confidence, skim for relevant facts, and use dictionaries and other Nuučaanuŋ resources appropriately.</p> <ul style="list-style-type: none"> • Ask students to research the lives of Elders, past and present, using photographs, video and audio recordings, and/or in-person interviews. Challenge students to come up with an innovative way to share the information they have gathered – e.g., writing a newsletter article, putting on a workshop, building an interactive website. • Invite students to examine a variety of Nuučaanuŋ resources (e.g., brochures, articles, the internet) to find information about career opportunities for a Career Fair. Guest speakers who are fluent in Nuučaanuŋ could also be invited to the class. Ask each student to choose and investigate a profession or trade and prepare a written report, an oral presentation, and a display for the fair. As students visit the career displays and hear the oral presentations, they record information about careers that interest them and why. For example, they might complete summaries in Nuučaanuŋ with headings: <i>ʔaatiŋšaa hemčič qʔaaʔapuŋtiik (Job Description)</i>, <i>ʔuutiŋšii qʔaʔapii mamuuŋ (Employment Opportunities)</i>, and <i>qʔaaʔiihitiŋ (Salary)</i>. • Invite students to identify and use a variety of sources to research travel in the Nuučaanuŋ region, including destinations and traditional methods of transportation. Ask students to each collect and present 10 helpful hints for hiking, paddling, or camping in the area. As an extension, the class could compile a master list of tips for travel and eco-tourism in the Nuučaanuŋ region. • Invite students to prepare a native plant album, with photographs or drawings of plants labelled with their Nuučaanuŋ names. Students identify two facts they would like to find out about each plant (e.g., traditional uses, where it is found, etc.), and appropriate sources of this information (e.g., cultural resource people, print materials, internet sites). Students should organize their albums in a logical way, grouping similar plants together. • Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of: <ul style="list-style-type: none"> - strategies they find effective - tasks they are comfortable with - skills and strategies they want to improve Have them occasionally review and update their records with partners.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to use a wide range of resources to acquire the information they need for oral and written activities. While some of these resources are available in the classroom, students are also expected to locate and use Nuučaanuŋ resources in their community and elsewhere (e.g., via the internet or correspondence).

- As students present their research on the lives of Elders, look for evidence of:
 - clear communication of information in Nuučaanuŋ (errors in tense and structure do not interfere with the intended message)
 - presentation designed to appeal to a particular audience
 - appropriate acknowledgement of all sources
- When students participate in the Career Fair, presentations should include relevant, accurate, clear, and well-organized information about:
 - why they have chosen these careers to investigate
 - the requirements and qualifications needed for the jobs
 - the nature of the jobs, including salaries and working conditions

Collect students' career summaries and assess them for accuracy and relevance of information.
- In assessing students' plant albums, look for:
 - accurate labelling of plants and spelling of plant names
 - at least 10 plants, with at least two facts about each plant
 - inclusion of interesting or unusual plants
 - logical organization and layout
 - acknowledgement of information sources
- When students present their travel tips, look for evidence of:
 - effective use of details and examples
 - relevant reasons for each tip, based on accurate understanding of source information
 - appropriate language structures
 - organization of the tips in a logical order

SUGGESTED LEARNING RESOURCES

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.



Nučaanuŋ Elders and Speakers



Print Materials:



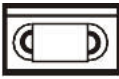
- *The Heart of a Chief*
- *Keeper 'n' Me*
- *White Girl*
- *Yellow Line*
- *Nuu-chah-nulth Business Directory*
- *Nitinaht (Stealing Daylight)*



Web Resources:

- *E-Flora BC: Electronic Atlas of the Plants of British Columbia*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works in Nuučaanuŋ • reflect on and respond to creative works in oral, visual and written forms • demonstrate an in-depth understanding of the main idea and details of a Nuučaanuŋ story • identify and discuss lessons learned from moral stories • recognize and use storytelling techniques for effectiveness of presentation • retell a traditional narrative, orally or in writing 	<p>Students bring together all aspects of their language learning here, creating their group or individual responses in simple or multimedia formats. Though communication continues to be central, experiencing, developing, and responding to creative works should be motivated by enjoyment and pleasure.</p> <ul style="list-style-type: none"> • Ask students to attend a potlatch in the community and observe the chief’s curtain and listen to the explanation of the story depicted. Students draw the part of the curtain they found most striking, and explain what it represents, orally or in writing. • After viewing a First Nations film, ask students to work in small groups to mind-map the setting, characters, and plot. Students then fill in a personal response sheet with the following information: <ul style="list-style-type: none"> - questions they would like to ask the characters - a relevant connection to the work - what they would change if they had been the director • Have students work in pairs to find a contemporary Nuučaanuŋ creative work (e.g., sculpture, carving, jewellery, weaving, music, dance) or artist that interests them. Each pair submits a written assignment in a format of their choice: an assessment of a performance or gallery exhibition, or a biography of an artist. • Invite Nuučaanuŋ artists to teach basic techniques in Nuučaanuŋ art forms (e.g., carving, painting, sculpture, music). Select a student to greet each guest and introduce the person to the class. Students use their Nuučaanuŋ communication skills to ask questions. After each artist’s visit, have the class discuss what they have learned. • Have students read or listen to an early transcript or recording of an Elder telling a traditional story, and compare and contrast the storytelling techniques identified with those of a present-day storyteller. • Have students perform an extract from a play, speech, storytelling, or other oral presentation in Nuučaanuŋ, then each compose a press release, publicity material, or a review for it. • Invite students to share their reflections on an experience or an area of cultural study, as a speech or as a written narrative or other creative text. Students could accompany their reflections with a visual or kinesthetic treatment such as illustrations, a puppet play, or sound effects.

SUGGESTED ASSESSMENT STRATEGIES	SUGGESTED LEARNING RESOURCES
<p>As students develop increasing facility with oral and written language, they are able to experience and respond to both contemporary and traditional works in varied ways and with increasing detail and independence. Students are best able to reflect on their responses when they have opportunities to make choices about what they view, listen to, and read, and when they are able to choose both the content and form of their responses.</p> <ul style="list-style-type: none"> • When assessing students’ responses to a film, note the extent to which they: <ul style="list-style-type: none"> - show understanding of the plot details, characterization and theme - connect the content to their own experiences - identify and reflect on the teachings presented • When students complete their artist biographies or assessments of performances or exhibitions, look for evidence that they: <ul style="list-style-type: none"> - represent the main ideas of the artist’s work - include details and reasons to support their views and responses to the works or artist • As students discuss and respond to creative works from Nuučaanuŋ regions, watch for evidence that they are increasing in: <ul style="list-style-type: none"> - sensitivity to arts and literature - knowledge of artistic and literary traditions - interest in contemporary arts - willingness to risk offering opinions and views - participation in and commitment to class or group activities - openness to a variety of views and opinions • When students retell stories, or re-create plays or speeches, look for evidence that they: <ul style="list-style-type: none"> - interpret the ideas, feelings, and themes of the original work - create appropriate dialogue - incorporate detail to engage the audience - show evidence of practice and rehearsal through the fluency of their presentations • In the written versions of students’ narrative or creative texts, look for: <ul style="list-style-type: none"> - a clear idea expressed with a logical sequence of events and effective supporting detail - use of conjunctions and time expressions - a variety of sentence structures, vocabulary and expressions - use of a wide range of common verb endings with relative accuracy 	<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> <div style="text-align: center;">  <p><i>Nuučaanuŋ Elders and Speakers</i></p> </div> <div style="text-align: center;">  <p>Print Materials:</p> <ul style="list-style-type: none"> • <i>Ha-Shilth-Sa Newspaper</i> • <i>SAY Magazine</i> </div> <div style="text-align: center;">  <p>Videos:</p> <ul style="list-style-type: none"> • <i>First Nations: The Circle Unbroken – Video Series</i> </div>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use positive language to create balance and make informed decisions • use Nuučaanuŋ to participate in traditional cultural activities and community events • use appropriate language, expressions, and registers (including formal, informal, and storytelling registers) in cultural contexts • demonstrate understanding and acknowledgement of Nuučaanuŋ dialects • identify examples of implied or indirect language, and explain their purpose - e.g., hedging, avoidance • demonstrate an understanding and appreciation of spontaneous humour in appropriate social situations 	<p>Grade 12 students need opportunities in the classroom to examine Nuučaanuŋ culture in light of all their cultural experiences. By now they will be able to show some cultural awareness when communicating in Nuučaanuŋ.</p> <ul style="list-style-type: none"> • Invite students to discuss making informed decisions in their lives, relating these decisions to cultural teachings. Students could then develop a presentation on healthy decision-making for an audience of younger students. • Ask students to improvise social situations (e.g., greeting a guest, gift-giving, family dinners, shopping). Students could draw situation cards and role-play culturally appropriate behaviour, including gestures and expressions of politeness. Challenge students to use appropriate dialectal words and phrases from various Nuučaanuŋ communities, and incorporate humour where appropriate. • Challenge students to apply their Nuučaanuŋ speaking skills at community events. Students should work towards making a speech in public – e.g., at a school awards ceremony or a community celebration. Work with students to develop criteria for evaluating their success, and have them submit a self-assessment. • Work with the class to brainstorm vocabulary and expressions appropriate for visiting a relative in the hospital. Ask students to role-play a hospital visit, using appropriate language and register for talking with people they might meet there – e.g., Elders, hospital staff, young relatives, etc. • Ask students to identify Nuučaanuŋ idiomatic expressions encountered in reading, viewing, and listening activities. Encourage students to maintain ongoing lists of idioms with their contextual meanings. Students may also draw pictures to depict the meaning. • Invite students work with an Elder or fluent speaker to study the impact of technology on the Nuučaanuŋ language, considering the development and construction of words for modern concepts and machines - e.g., uk^oiiŋʔiš maŋaʔii, ‘refrigerator’. Then challenge students to build words for two new items or concepts, using Nuučaanuŋ word-parts. Students could then present their suggestions to Elders and try using the new words in conversation.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, the outcomes for cultural understanding emphasize awareness and sensitivity. Students reveal their cultural understanding through daily activities and interactions, as well as in the assignments they complete. Assessment should focus on students’ cultural awareness rather than on their language facility.

- When students discuss healthy decision-making, look for evidence that they:
 - listen actively and participate in the discussion
 - show respect for cultural diversity
 - support their points of view with reasons and examples
 - express their ideas clearly in Nuučaan̓uʔ

- In self-assessing their speeches at community events, students should consider questions such as:
 - Did I use appropriate greetings and expressions of politeness?
 - Did I convey my message clearly?
čamaahtinah uhtiḡ.
(What I said was understood.)
 - Was it sequenced in a logical order?
 - Did I speak at a reasonable pace and volume, with appropriate intonation?
 - Did audience members offer positive feedback after I spoke?

If possible, students should also ask a fluent speaker in the audience to assess their speeches.

- When students role-play hospital visits and other social situations, look for evidence that students:
 - converse entirely in Nuučaan̓uʔ
 - exchange information relevant to the situation, using appropriate register
 - demonstrate understanding of the varying sound systems of different Nuučaan̓uʔ dialects
 - attempt to incorporate humour where appropriate
 - sustain the interaction by rephrasing, asking questions, or repeating phrases if needed

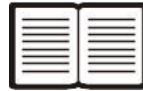
- Review students’ lists of idioms from time to time for evidence that the information is:
 - accurate and complete
 - interpreted appropriately
 - presented clearly

SUGGESTED LEARNING RESOURCES

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.

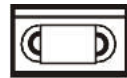


Nuučaan̓uʔ Elders and Speakers



Print Materials:

- *Ha-Shilth-Sa Newspaper*
- *SAY Magazine*



Videos:

- *First Nations: The Circle Unbroken – Video Series*

Introductory NuučaanuŦ 11 is designed for students who may not have taken NuučaanuŦ 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in NuučaanuŦ 11 and 12 courses. Introductory Grade 11 is a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

This course incorporates material from the Prescribed Learning Outcomes, Suggested Instructional Strategies, Suggested Assessment Strategies, and Suggested Learning Resources identified for grades 5 to 10. Introductory NuučaanuŦ 11 is designed to provide students with an equivalent preparation for NuučaanuŦ 11 and 12 courses.

A major aim, therefore, is to balance expectations regarding the emergent language skills of students who are new to the study of NuučaanuŦ with a consideration of their ages, life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers may adapt instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

The Introductory NuučaanuŦ 11 curriculum includes a selection of example sentences in several NuučaanuŦ dialects. Teachers are reminded that these are simply examples, and encouraged to modify them to reflect local pronunciation, spelling conventions and usage.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and pronounce Nuučaanuł speech sounds • recognize and use greetings and expressions of politeness • communicate likes, dislikes, desires, and emotions, giving simple reasons • ask for and give information and clarification • give and respond to instructions • describe and exchange information about activities, people, places, and things • ask for specific help - e.g., <i>Łaakši?is hupii ?ahkuu yaaqtakqs. (Please help me with what I am working on.)</i> [ʔiihatis?ath] • make suggestions and requests • read phrases, sentences, and connected messages • participate in conversations that include past, present and future actions and events 	<p>It is important to develop language-learning opportunities that incorporate students' interests and reflect meaningful situations. As students progress and gain confidence in their Nuučaanuł skills, they are expected to apply a growing range of language-learning strategies. Encourage students to begin to take risks with the language.</p> <ul style="list-style-type: none"> • Using appropriate props, have students work in pairs to practice producing and responding to questions and requests. Encourage students to use gestures to clarify meaning, and incorporate vocabulary and expressions of politeness learned in class - e.g.: <i>ŁaakšiŁs hidii qayac qiciiyk.</i> (Please get three pencils.) [Diitiid?aa?tx] • Students receive a card that describes either a specific situation or a specific emotion. Students then circulate to find a person with whom they can make a complete sentence - e.g., <i>HawiiŁs taŁquus ... ha?uŁ aŁiis. (When I am hungry ... I eat.)</i> [Ka:ʔyu:ʔkʔtʔh] Students use this sentence as the basis for a role-play in which they describe how they feel in a particular situation. As a follow-up activity, students create two original situations and ask others to respond by describing how they feel in such situations, giving simple reasons. • Using a pre-framed model, have students write a short letter to a relative or community member who speaks Nuučaanuł, accompanying the letter with a photograph that is explained or described • Have students in pairs role-play telephone conversations in which they plan weekend activities. Each pair should find an activity both students would enjoy. The plan could include where they will go, who will go with them, when they will leave, and what they will take along. • On a map of a Nuučaanuł community, or a city centre, place map flags or stickers identifying important locations - e.g., <i>makuwiŁ</i> 'store', <i>hatisuwiŁ</i> 'swimming pool', <i>ha?awakuwiŁ</i> 'restaurant', <i>wa?iŁuwiŁ</i> 'hotel', <i>kicuwiŁ</i> 'school'. [Ka:ʔyu:ʔkʔtʔh] Have students take turns being the tour guide, giving oral instructions to get from one point to another. • Ask students to prepare gift-shopping lists for their families and friends. Have them work in pairs to role-play scenes in which they ask a shopkeeper where they can find the various items listed and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions.

SUGGESTED ASSESSMENT STRATEGIES

Assessment should emphasize risk-taking and participation rather than correctness. To develop effective NuučaanuŦ language skills, students need to focus on communicating an increasing range of information, beginning with their interests, experiences, and information needs.

- When students exchange information in role-plays, look for evidence that they are able to:
 - make themselves understood
 - approximate NuučaanuŦ pronunciation and intonation
 - complete activities using only NuučaanuŦ
 - use miming, gestures, body language, or visual props to support their communication
 - recognize and respond to familiar words and patterns
 - use patterns and frames they have learned with less and less support
 - adjust and clarify their messages when miscommunication occurs
 - speak with increasing comfort and confidence
- When students give instructions for getting from one place to another on the map, note the extent to which they:
 - present complete information in NuučaanuŦ
 - incorporate useful vocabulary, expressions, and language structures they have learned
 - show respect to their audience
- In written work which students have prepared in advance, look for evidence that they:
 - understand and use vocabulary learned in class
 - use high frequency structural words in sentences
 - spell with accuracy based on the accuracy of their pronunciation and grammar
- Provide frequent opportunities for students to set and monitor individual goals. For example, at the beginning of each week or class students might write down two goals or intentions – e.g.:
 - how much NuučaanuŦ they will use in the class
 - new vocabulary or structures they will use

As students monitor their progress, have them consider criteria such as the following to assist them in the process:

 - I ask and answer questions.
 - I try to use as much NuučaanuŦ as possible.
 - I use gestures or rephrase when others don't understand me.
 - I support others when they speak NuučaanuŦ.

SUGGESTED LEARNING RESOURCES

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.



NuučaanuŦ Elders and Speakers



Print Materials:

- *Huksaa, NuučaanuŦ Counting Book*
- *NuučaanuŦ Alphabet & Sounds They Make*
- *NuučaanuŦ Phonetic Alphabet*
- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: Țaałaaqsapa Cultural Dictionary*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • extract, record, and organize relevant information from NuucaanuŦ resources to meet information needs • recognize and use appropriate protocol for collecting information from cultural resource people • determine how to find, record and display information • convey acquired information in oral, visual, and simple written forms • acknowledge sources appropriately 	<p>Students are encouraged to use as many language-learning strategies as they can to extract key information from NuucaanuŦ resources in order to complete tasks. As students progress, they can begin to process the information gathered and express it in various age-appropriate formats.</p> <ul style="list-style-type: none"> • Have students work in groups to conduct opinion polls, using simple NuucaanuŦ terms to determine the range of preferences in the class regarding everyday activities (e.g., sports, music, humour, clothing, restaurants, food). Have students record the results on paper or in a computer spreadsheet • Invite a cultural resource person to demonstrate preparing one or more traditional NuucaanuŦ foods - e.g. <i>k'aqm̓is</i> 'herring eggs' [ʔaʔuuk^wiʔaθ], using NuucaanuŦ throughout the presentation. Have students take notes, and then form small groups to research traditional foods using other NuucaanuŦ resources. As groups report on their findings, ask each student to record key information on a map, using icons to represent food-gathering sites. • Have students talk with relatives or community members who are fluent in NuucaanuŦ to seek new vocabulary and phrases and practice sentence building. Then have students record the new words and structures to create their own mini-dictionaries (e.g., using a card file or computer database). Encourage students to incorporate illustrations and individually meaningful memory-aids into their dictionaries. Students could also work with parents or other relatives who are also learning NuucaanuŦ to compare notes and share words and phrases. • Have students each identify and select a non-fiction piece in NuucaanuŦ from resources such as written text, videos of Elders, or cultural resource people. Students read, view, or listen to their resource, and list four questions about the most interesting facts. Then ask students to exchange their resources with partners and answer one another's questions. • In small groups, students brainstorm or research similarities and differences between people, places or situations (e.g., NuucaanuŦ and K^wak^wakawak^w artwork, hunting and fishing camps, traditional resource gathering areas, First Nations' and immigrant cultures' celebrations), recording ideas, findings, and examples in NuucaanuŦ. Students then prepare a display of this information and present it to the class. • Invite students to find out about a traditional event (e.g., celebrating the first salmon), and prepare a brief written description.

SUGGESTED ASSESSMENT STRATEGIES

Students in Introductory Nuučaañuŭ 11 require extensive practice and feedback in order to develop basic skills for gathering information in Nuučaañuŭ. Assignments should encourage them to explore a variety of ways of locating information. Integrated communicative tasks, in which they both acquire and communicate information, can involve a wide variety of materials and supports. Cooperative activities are often appropriate.

- When students report on traditional foods and complete their maps of food-gathering sites, look for evidence that students:
 - interact politely with the guest speaker
 - convey their meaning clearly when speaking Nuučaañuŭ
 - present accurate, complete information
 - represent food-gathering sites clearly on their maps
 - listen actively to classmates' presentations
 - acknowledge information sources appropriately

- When students create and respond to questions on non-fiction resources, note the extent to which they:
 - identify and recount ideas or impressions
 - include relevant and accurate detail
 - reproduce Nuučaañuŭ words and structures in understandable form
 - organize and sequence information appropriately

- As students work with a greater variety of Nuučaañuŭ information sources, look for evidence that they are increasingly able to:
 - ask appropriate questions to find the information or details they need
 - focus on key words, phrases, and ideas
 - make logical inferences based on words they recognize
 - persevere in finding meaning in language that seems very difficult at first
 - replicate some of the patterns they encounter
 - acknowledge sources of information appropriately
 - self-monitor, checking on their understanding and making adjustments as needed

The teacher may wish to develop a self-assessment checklist that students can use to record their growth in these areas.

SUGGESTED LEARNING RESOURCES

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.



Nuučaañuŭ Elders and Speakers



Print Materials:

- *Back to Basics: Family Unity: The Strength of a Nation*
- *Nitinaht (Stealing Daylight)*



Videos:

- *Ŧina - The Rendering of Wealth*
-

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works from Nuučaanuł culture • reflect on, discuss, and respond to creative works in oral, visual and simple written forms • demonstrate comprehension of the main idea and significant details of a Nuučaanuł story or song • show a relevant connection to the problem faced by the main character in moral stories • retell a traditional story orally 	<p>At this age, students will be able to experience a range of creative works and may bring in examples from outside the class. Engagement in activities increases when students are encouraged to respond creatively, choosing from a variety of options (e.g., poster, diagram, video, electronic response).</p> <ul style="list-style-type: none"> • Have students research examples of Nuučaanuł visual art – e.g., paintings, carvings, or sculpture. Invite them to choose an art form to recreate and explain what it represents or symbolizes. • Ask students to research and examine fashions designed by contemporary First Nations artists. Students could create captioned drawings or collages to illustrate the influences of both traditional First Nations art and modern styles on the fashion designs. Invite students to present a fashion show accompanied by simple commentary. • Present a Nuučaanuł song and suggest students write lyrics for additional stanzas, create artwork for a CD cover to promote the song, or create music videos. • Have each student read a selection of Nuučaanuł children’s stories and then complete one or more of the following assignments: <ul style="list-style-type: none"> - illustrate the story to clarify its meaning - role-play the story - retell the story orally - create a song or poem to accompany the story - change one element of the story throughout - record the story on audio- or videotape to present to the class • Present a video or pictures of traditional Nuučaanuł architecture and carving. Invite students to note or comment on what they find appealing. For a classroom display, have students choose particular aspects of styles that interest them. Ask them to label their work, noting time period, geographical location, and other relevant details. • Provide opportunities for students to experience simple traditional Nuučaanuł stories presented in a variety of ways: told by a guest storyteller, listened to on audiotape, viewed on video, or read. Introduce new vocabulary found in each story, and invite students to share their understanding of the main idea and details of the story in a class discussion. • Invite students to share their reflections on an experience or a topic of cultural study, orally or in writing, with the support of various media – e.g., video, art, music, poetry.

SUGGESTED ASSESSMENT STRATEGIES

Students in Introductory NuučaanuŦ 11 should experience a much wider range of creative works than they are able to read or understand independently. Assessment should focus on students' increasing abilities to share and elaborate on their views and responses. The teacher can also assess students' increasing appreciation of the unique features of NuučaanuŦ creative works, and their connections with those of other cultures.

- Before students recreate an art form, work with them to develop criteria such as:
 - shows attention to details of the samples
 - includes required information
 - clearly explains what the work represents or symbolizes
- When students present creative works, such as collages, fashion shows, or displays of architectural styles or carving styles, look for evidence that they:
 - are willing to go to some effort to consider works or experiences not presented in class
 - make connections with other experiences and preferences
 - offer reasons and examples to support their ideas
 - are responsive to work of other students
- When students respond to NuučaanuŦ songs, have them work in groups to develop three or four criteria to use for self- and peer assessment. For example, they might focus on:
 - openness to new or different ideas
 - incorporation of interesting features
 - attention to details from the original work
 - communication of a clear point of view
- Before students prepare representations of children's stories, work with them to develop criteria such as the following, which can be used for self-, peer, and teacher assessment:
 - conveys theme and mood of the original story
 - draws on original characters and events
 - uses detail to develop interest and engagement
 - incorporates elements of the style of the original
 - attempts to use language to create a specific effect or mood
 - conveys a clear view or perspective of the original

SUGGESTED LEARNING RESOURCES

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.



NuučaanuŦ Elders and Speakers



Print Materials:

- *HuupuĶanum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs*
- *MuuŦšiš, The Flood*
- *Saasin Hitačinksiš Ćixwatin Hummingbird Challenges Eagle*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and use expressions and compliments that encourage others • use appropriate vocabulary and expressions to discuss family relationships and significant place names • use Nuučaanuł to participate in traditional cultural activities and games • use appropriate register to interact with Elders or teachers • distinguish similarities and differences between Nuučaanuł customs and those of other Canadian Aboriginal cultures • follow appropriate protocols regarding family responsibilities and placement of special participants during a feast or ceremony • recognize gestures and expressions that accompany the giving of gifts to friends and Elders • recognize and use appropriate terms to refer to gender • contribute to the preparation of a potlatch or cultural feast • identify and describe ways that Nuučaanuł and other languages have influenced each other 	<p>At this level, students are encouraged to participate in a variety of Nuučaanuł cultural experiences. As their language abilities grow, students should be given frequent opportunities to interact in Nuučaanuł in order to practice using appropriate communication conventions.</p> <ul style="list-style-type: none"> • Provide opportunities for students to participate in traditional cultural activities - e.g., singing, drumming, dancing, traditional games such as <i>lahal</i>. As students help prepare for a potlatch or cultural feast in the community, ask them to observe fluent Nuučaanuł speakers' use of different registers at these events. • Encourage students to develop an understanding of their cultural backgrounds, including special foods, celebrations, and artifacts. Invite them to organize displays to introduce their cultures to the class. Displays could include samples of food or clothing, demonstrations, photos, or brief descriptions of special traditions or important aspects of geography and history. These displays can provide opportunities for students to compare Nuučaanuł customs with those of other Aboriginal cultures in British Columbia and Canada. • Create a Nuučaanuł Hall of Fame. Students research and nominate candidates from Nuučaanuł regions in the fields of Fine Arts, Politics, Sports, and Science. Students must present reasons why their candidate should be included in the Hall of Fame. Students then organize a voting system and hold a vote. They might also enjoy creating an induction ceremony into the Nuučaanuł Hall of Fame. • Introduce students to words and phrases which mark gender in Nuučaanuł. Students could practice introducing themselves using the suffixes <i>-sup / -aqsup</i> and <i>-?ath</i> - e.g., <i>Hu?ay?aqsup ah.</i> [female] / <i>Hu?ay?ath ah.</i> [male] <i>(I am from the Huu-ay-aht Nation.)</i> <i>Hu?ay?athin.</i> <i>(We are from the Huu-ay-aht Nation.)</i> • Have students brainstorm lists of Nuučaanuł words used in English (e.g., <i>potlatch</i>, <i>tyee</i>), and English words used in Nuučaanuł (e.g., <i>šuk</i> 'a 'sugar' [ʔiihatis?ath]). Students could also consider <i>blended</i> words, which have one Nuučaanuł part and one English part (e.g. English <i>saltchuck</i> 'salt water', Nuučaanuł <i>kiiksiŋ'yaŋ</i> 'cake mix' [ʔiihatis?ath]). These words may be found in authentic materials read or heard in class, or outside of class. Discuss Nuučaanuł's contribution to the trade language Chinook Jargon, which in turn contributed many words to English. Encourage students to add words or phrases to their lists on an ongoing basis.

SUGGESTED ASSESSMENT STRATEGIES

In students' first year of NuučaanuŦ, assessment of their interpretation and understanding of culture will frequently involve visual representations or the use of English. Assessment activities should encourage students to reflect on their own customs as well as demonstrate an understanding of NuučaanuŦ culture. Assignments should encourage them to explore ways of locating up-to-date information.

- When students participate in activities and discussions dealing with cultural issues, note the extent to which they:
 - show an interest in cultures other than their own
 - share information about their own cultures and customs
 - express awareness of and respect for other ethnic and cultural groups in the community
 - recognize NuučaanuŦ words, names, and place names
- When students investigate and report on historic or well-known NuučaanuŦ people, discuss assessment criteria before they begin their projects. Encourage students to use NuučaanuŦ as much as possible in their research and reporting, but recognize that most students will need to use English for part of their work. Assessment criteria might include:
 - uses a range of resources effectively
 - includes relevant details and examples to add interest and illustrate key points
 - shows an awareness of the diversity of NuučaanuŦ peoples
 - offers some insights and thoughtful speculation
- When students create lists of words used in both NuučaanuŦ and English, look for evidence that students:
 - are able to recognize and comprehend the meanings of the words in their new contexts
 - are interested in relationships between the two languages
 - make an effort to use the words appropriately

Look for evidence that students are able to draw conclusions and make generalizations about:

- the language in which each word originated
- factors that contribute to the use of loan words
- how and why words' pronunciations may be changed when they are borrowed into a language with different speech sounds (e.g., English *jam* / ʕaahuusʔath čaam).

SUGGESTED LEARNING RESOURCES

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.



NuučaanuŦ Elders and Speakers



Print Materials:

- *The Land of Maquinna: Canada's Pacific Coast*
- *Potlatch*
- *wawaac'akuk yaqwiiʔitq quuʔas: The Sayings of our First People*