INTRODUCTION

Nuučaańuɫ 5 to 12

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Nuučaan̓uⱢ education, grades 5 to 12. The study of Nuučaan̓uⱢ language and culture is intended to enable learners to communicate purposefully in Nuučaan̓uⱢ, and to provide opportunities for students to gain insights into their cultures and to develop openness to cultural diversity.

PRINCIPLES OF LEARNING

Provincial education programs are based on three principles of learning that reflect current views of how effective learning occurs. They have profound implications for all aspects of the program, such as the roles of student and teacher, the kinds of learning resources that are chosen, and the type of assessment that occurs. The development of this Nuučaan̓uⱢ 5 to 12 IRP has been guided by and incorporates these principles of learning:

• Learning requires the active participation of the student.
• People learn in a variety of ways and at different rates.
• Learning is both an individual and a group process.

RATIONALE

The people that have contributed to this rationale are guardians of the Nuučaan̓uⱢ language. It is written in their legacy.

"Without our language, who are we? – Really!"
~ P̓egp̓iǧlha (Verna Miller)

"Our language is important because it's our culture and it's what we knew first … it's us."
~ HuuⱢʕaʔatU (Florence John)

"Our children need to know their language because we lost it and we need to now learn it from our children."
~ ḤayuqumⱢčiiⱢ (Agnes John)

"Nuučaan̓uⱢ has a deep down heart [in the] language."
~ Rose Michael

"With the language comes the history, the Elders' teachings, and that is called ʔiissaak, respect."
~ Marilyn Brown

"Nuučaan̓uⱢ is very important. I want everyone to learn it."
~ Alban Michael

"We want our language taught so our culture and language don't die. We want our younger generation to benefit from our teachings. Then we will be proud of ourselves as grandmothers and grandfathers."
~ Tanya Michael

"Like the IRP, we want our language to be a living and growing language."
~ N̓aaskusaⱷ (Fidelia Haiyupis)

"Without our language, our culture dies. It is ours and ours alone."
~ Margaret Amos

"It is part of our place in the world and the voice in our world view."
~ Waamiiš (George Hamilton)

"Learning my language means I would probably understand my culture a whole lot more; knowing my own tongue would instill pride."
~ Anne Cox

The Nuučaan̓uⱢ language is highly endangered, because it is now spoken fluently by not more than approximately 200 people, all over the age of 50. Offering Nuučaan̓uⱢ in the school system is an important step towards revitalizing the language and passing it on to future generations.

It is important for Aboriginal students in BC to have the opportunity to learn to speak and understand the languages of their grandparents and great-grandparents. However, the study of

NuučaaṅuȽ language and culture will benefit Aboriginal and non-Aboriginal students alike:

- The ability to communicate in NuučaaṅuȽ encourages tolerance, acceptance and respect toward NuučaaṅuȽ Nations and toward other cultural groups, and increases students' awareness of their own cultures.

- Learning a second language enhances intellectual development and supports the learning of first and additional languages.

THE NUUČAAṄUȽ PEOPLE

The NuučaaṅuȽ people live on the west coast of Vancouver Island. Their overall population is over 5000 people. The NuučaaṅuȽ language has many dialects which are spoken in different communities, as shown on the map below.

This map is based on a map which appears in the Hupačasʔatḥ First Nation's publication *qʷiqʷinakqin ʔeʔiičaʕinmis - The Things That We Have, As Told By Our Elders,* available at: http://www.hupacasath.ca/language/Hupacasath THINGSWEHAVE.pdf
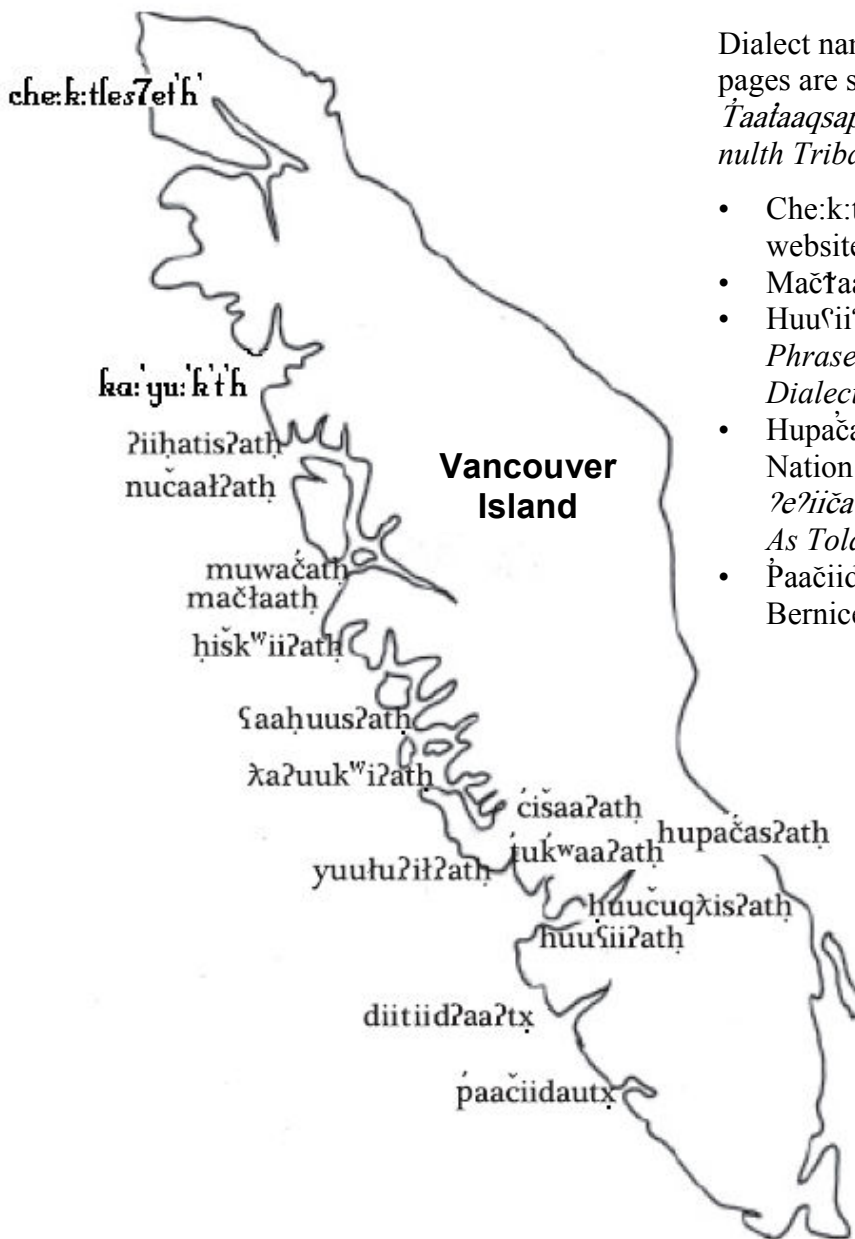
Dialect names shown here and on the following pages are spelled as on page 2 of the *ṪaaȽaaqsapa Cultural Dictionary (Nuu-chah-nulth Tribal Council, 1991)*, except for:

- Che:k:tles7et'h', Ka:'yu:'k't'h – from their website, http://www.kyuquot.ca
- MačȽaatḥ – transcribed by Fidelia Haiyupis
- Huuʕiiʔatḥ – from the *Nuu-chah-nulth Phrase Book & Dictionary - Barkley Sound Dialect*, p.40
- Hupačasʔatḥ – from the Hupačasʔatḥ First Nation's publication *qʷiqʷinakqin ʔeʔiičaʕinmis - The Things That We Have, As Told By Our Elders*
- Ṗaačiidautx̣ , Qʷidišč̓ʔaatx̣ - provided by Dr. Bernice Touchie

che:k:tles7et'h'

ka:'yu:'k't'h

ʔiiḥatisʔatḥ
nučaaȽʔatḥ

Vancouver Island

muwačatḥ
mačȽaatḥ

hiskʷiiʔatḥ

ʕaaḥuusʔatḥ

ƛaʔuukʷiʔatḥ

cišaaʔatḥ

Ƚukʷaaʔatḥ   hupačasʔatḥ

yuuȽuʔiȽʔatḥ

ḥuučuqƛisʔatḥ
ḥuuʕiiʔatḥ

diitiidʔaaʔtx

ṗaačiidautx̣

> This map is intended to provide a general guideline as to where each NuučaaṅuȽ dialect is spoken. It is not to be used for Treaty purposes.

Contact information for each of the Nuučaanuⱡ Nations is provided below:

www.ahousaht.com	**Ahousaht First Nation** GENERAL DELIVERY, AHOUSAHT, BC, V0R 1A0 (250) 670-9531 Fax: (250) 670-9696
www.ditidaht.ca	**Ditidaht First Nation** PO BOX 340, PORT ALBERNI, BC, V9Y 7M8 (250) 745-3333 FAX: (250) 745-3332
ehattesaht.com	**Ehattesaht Tribe** PO BOX 59, ZEBALLOS, BC, V0P 2A0 (250) 761-4155 Fax: (250) 761-4156
	Hesquiaht First Nation PO BOX 2000, TOFINO, BC, V0R 2Z0 1-800-670-1181 Fax: (250) 670-1102
www.hupacasath.ca	**Hupacasath First Nation** PO BOX 211, PORT ALBERNI, BC, V9Y 7M7 (250) 724-4041 Fax : (250) 724-1232
huuayaht.org	**Huu-ay-aht First Nations** PO BOX 70, BAMFIELD, BC, V0R 1B0 (250) 728-3414
www.kyuquot.ca	**Ka:'yu:'k't'h'/Che:k:tles7et'h' First Nation** GENERAL DELIVERY, KYUQUOT, BC, V0P 1J0 (250) 332-5259 Fax: (250) 332-5210
www.yuquot.ca	**Mowachaht/Muchalaht First Nations** PO BOX 459, GOLD RIVER, BC, V0P 1G0 1-800-238-2933 Fax: (250) 283-2335
	Nuchatlaht First Nation PO BOX 40, ZEBALLOS, BC, V0P 2A0 (250) 332-5908 Fax: (250) 332-5907
	Pacheedaht First Nation GENERAL DELIVERY, PORT RENFREW, BC V0S 1K0 (250) 647-5521 Fax: (250) 647-5561
tla-o-qui-aht.org	**Tla-o-qui-aht First Nations** PO BOX 18, TOFINO, BC, V0R 2Z0 (2500 725-3233 Fax: (250) 725-4233
	Toquaht First Nation PO BOX 759, 1316 PINE STREET, UCLUELET, BC, V0R 3A0 (250) 726-4230 Fax: (250) 726-4403
www.tseshaht.com	**Tseshaht First Nation** 5091 MISSION RD, PORT ALBERNI, BC, V9Y 8X9 1-888-724-1225 Fax : (250) 724-4385
	Uchucklesaht First Nation PO BOX 1118, PORT ALBERNI, BC, V9Y 7L9 (2500 724-1832 Fax : (250) 724-1806
www.ufn.ca	**Ucluelet First Nation** PO BOX 699, UCLUELET, BC, V0R 3A0 (250) 726-7342 Fax: (250) 726-7552

NUUČAAN̓Uɫ DIALECTS

A dialect is a unique version of speech used in a particular area. It is a variety of a language, generally based in local geography, that uses non-standard vocabulary, pronunciation, or grammar. (Adapted from the *Nuu-chah-nulth Phrase Book and Dictionary: Barkley Sound Dialect*, p.23)

Dialect differences generally do not prevent speakers from understanding one another.

Dialects may change over time, and as peoples migrate from one area to another.

The names of the Nuučaan̓uɫ communities and dialects are listed below. (Current and former anglicized spellings of the names are also provided as a guide for non-Aboriginal teachers.) The dialects may be divided into four dialect groups: Northern, Central, Barkley Sound, and Southern.

	Nuučaan̓uɫ	Current	Other
Northern	Che:k:tles7et'h'	Checleseht	Chiclesit
	Ka:'yu:'k't'h	Kyuquot	
	ʔiiḥatisʔatḥ	Ehattesaht	Ehetisat
	Nučaaɫʔatḥ	Nuchatlaht	Nuchatlet
	Muwačatḥ	Mowachaht	Mowachath
	Mačɫaatḥ	Muchalaht	Muchalat
Central	Ḥišk̫ii ʔatḥ	Hesquiaht	Hesquiat
	ʕaaḥuusʔatḥ	Ahousaht	
	ƛaʔuuk̫iʔatḥ	Tla-o-qui-aht	Clayoquot
Barkley Sound	Čišaaʔatḥ	Tseshaht	Tsishaath, Sheshaht
	Hupačasatḥ	Hupacasath	Opetchesaht
	T̓uk̫aaʔatḥ	Toquaht	Toquart, Toquat
	Yuuɫuʔiɫʔatḥ	Ucluelet	
	Ḥuučuqƛisʔatḥ	Uchucklesaht	Uchucklesit
	Huuʕiiʔatḥ	Huu-ay-aht	Ohiat, Ohiath
Southern	Diitiidʔaaʔtx̣	Ditidaht	Nitinat
	Ṗaačiidautx̣	Pacheedaht	Pachenaht
	Q̫idišč̓aatx̣	Makah	Niyaaʔatḥ

Q̫idišč̓aatx̣ is spoken by the Makah Nation on the Northwestern tip of the Olympic Peninsula in Washington State. The 'family tree' below shows how all the dialects are historically related, based on linguistic reconstruction.

Northern   Central   Barkley Sound   Diitiidʔaaʔtx̣ and Ṗaačiidautx̣   Q̫idišč̓aatx̣
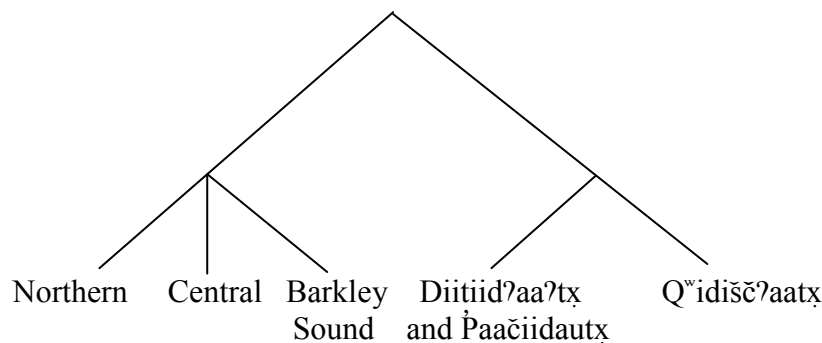
DIALECTS IN THIS INTEGRATED RESOURCE PACKAGE

Nuučaaṅuⱡ Elders and speakers recognize and respect dialect differences among members of the various communities. No dialect is more "correct" than another.

To honour all Nuučaaṅuⱡ dialects, this IRP does not prescribe particular words, phrases, or spellings.

Fluent speakers from each of the four dialect groups have provided examples for the different grades, as listed below:

Grade	Dialect	Dialect Group
5	ʔiiḥatisʔatḥ	Northern
6	Yuuⱡuʔiⱡʔatḥ	Barkley Sound
7	Huuʕiiʔatḥ	Barkley Sound
8	ƛaʔuukʷiʔatḥ	Central
9	Diitiidʔaaʔtx	Southern
10	ʕaaḥuusʔatḥ	Central
11	Muwačatḥ / Mačⱡaatḥ	Northern
12	Ka:ʼyu:ʼk'tʼh	Northern

The Introductory Nuučaaṅuⱡ 11 curriculum includes a selection of examples from the above dialects.

The Nuučaaṅuⱡ words, phrases, and sentences included for each grade are simply examples, and teachers are encouraged to modify them to reflect local pronunciation, spelling conventions and usage. Thus, the IRP can be used in any system that desires to teach Nuučaaṅuⱡ, without imposing the dialect of one area on another.

This IRP is intended to guide the teacher in providing students with a rich continuum of experiences as they become proficient speakers of Nuučaaṅuⱡ. It is a broad outline for delivering a structured Nuučaaṅuⱡ language program throughout grades 5-12. This structure may be used successfully to teach any dialect of Nuučaaṅuⱡ at all levels.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The Nuučaaṅuⱡ 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. As communication is the overriding reason for studying the Nuučaaṅuⱡ language, the suggested instructional and assessment strategies emphasize the practical use of the language in all its forms, to perform real-life tasks, share ideas, acquire information, and get things done. Grammar instruction plays a supportive role only, to provide useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that includes the following principles:

- As much as possible, language learning will emulate authentic language use.
- The goal of language learning is performance with language rather than knowledge about the language.
- Language learning is not additively sequential but recursive, and paced differently at various stages of acquisition.
- Language develops in a series of approximations towards native-like norms. Language learning is *not* the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are to be expected.
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities.
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place.
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful language learning.

- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks.
- Assessment reflects instructional goals and is performance oriented.
- Technology and textbook materials play support roles for language-learning goals; they should not determine curriculum.

(Adapted from "Teaching and Learning K-12 Authentic Instruction Communication," Section 7.19, *ASCD Curriculum Handbook*, September 1994.)

PRESCRIBED LEARNING OUTCOMES

Prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. Assessment and evaluation do not focus on the mastery of grammar for its own sake.

Where possible, the prescribed learning outcomes show progression through the grades.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; recognizing, using, and adapting language patterns; using a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and using context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart on the following page shows a cumulative range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

Language-Learning Strategies Chart

As students progress through the grades, they should develop and apply a range of strategies to assist their comprehension and expression. Students need experiences that encourage them to:

Grade 5	Grade 6	Grade 7
• use visual aids, actions, lists, and pre-framed models • use visual and context clues to guess meaning • use mime, gesture, and props to help convey meaning • use repetition, alone or with others, to practice and reinforce new language • listen to and practice pronunciation • record ideas or expressions with visual images and symbols • derive meaning by listening attentively and participating fully in activities • listen for key words • recognize cognates	• use prior knowledge of a topic to predict meaning • use formula phrases, including greetings and expressions of politeness • actively seek help by asking for clarification and repetition • connect new topics to their own experiences • respond voluntarily when spoken to • use some English or mother-tongue words, if necessary, to maintain communication • develop and use personal notebooks and dictionaries to record new vocabulary • make connections between new words and words already learned	• look for less than obvious clues to meaning when listening to a teacher or Elder speak • recognize known Nuuċaan̓uⱡ words and word-parts in new contexts • ask for specific words in Nuuċaan̓uⱡ, if necessary, while continuing communication • listen to and practice pronunciation • group new items into meaningful categories • self-evaluate progress by comparison with earlier performance or against goals they have set • continue to record new vocabulary and phrases • voluntarily create messages • accept errors as normal, as long as they do not continually make the same errors

Grade 8	Grade 9	Grade 10
• guess at the purpose or intent of a message • recognize and use common patterns to understand messages and construct new sentences • adjust the message in order to use known expressions and vocabulary • use word webbing charts, tables, and other graphic organizers to support oral and written expression • reflect on learning by recording goals, successful strategies, and new words and phrases • identify areas of difficulty and plan how to work on the problem	• listen, view, or read selectively to focus on key information • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • use a variety of writing processes to convey meaning • voluntarily initiate or end conversations • plan ahead for communicative activities by anticipating language and resources needed • self-correct if aware of errors in a message	• take risks with the language to extend language boundaries • use a variety of references for comprehension and production, including dictionaries and consultations with fluent speakers • analyze the parts of an unfamiliar word to determine its meaning • use grammatical knowledge to correct errors or improve their language • set goals in language skills and monitor their progress

Grade 11	Grade 12	Introductory Grade 11
• guess meaning and then verify it by reading or asking questions when opportunity arises • rephrase in Nuuċaan̓uⱡ to compensate for unknown expressions • make notes of useful language to use as a reference for oral and written production • actively review high-frequency, useful expressions and patterns to refine communication • seek authentic language documents for research purposes • self-monitor and correct recurring or significant errors in communication	• negotiate meaning by using questions in Nuuċaan̓uⱡ and other techniques for clarification • select the best form in which to express a message in a given context • summarize information in oral, graphic, and written form • use dictionaries, grammars, consultations with fluent speakers, and other reference materials for clarity of comprehension and expression • seek out and create opportunities to hear and use Nuuċaan̓uⱡ in and out of the classroom	• use visual and context clues to derive meaning • use mime, gesture, and props to help convey meaning • use prior knowledge of a topic to predict meaning • listen to and practice pronunciation • recognize and use common patterns • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • use a variety of reference materials, including dictionaries, for comprehension and production • set goals in language skills and monitor their progress

CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. The curriculum is divided into four organizers as it is understood in Nuučaanuɫ culture that most elements in nature come in groups of four, such as the seasons and the winds.

The four organizers are based on the common reasons people have for wanting to learn an additional language, and have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and locally approved learning resources. The curriculum organizers are:

- *Communicating Orally*
- *Acquiring Information*
- *Experiencing and Developing Creative Works*
- *Understanding Cultural Influences*

These organizers are practical and purposeful. They allow program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs.

The curriculum organizers focus attention on the most important purposes for studying Nuučaanuɫ. In the classroom, they should not be treated separately, but should be integrated into most activities.

Whenever possible, teachers should use and encourage the use of Nuučaanuɫ. It is assumed that all the learning outcomes listed are to be accomplished in Nuučaanuɫ. There are times, however, when English will be necessary to complete a task or provide supporting detail for a learning activity.

Information sources should be in Nuučaanuɫ for projects under the *Communicating Orally* and *Acquiring Information* curriculum organizers, although sources may be in English for *Experiencing and Developing*

Creative Works and *Understanding Cultural Influences.* For example, some First Nations stories retold in English are listed as resources for *Experiencing and Developing Creative Works*, to give students ideas for developing their own stories in Nuučaanuɫ.

Communicating Orally

Learning outcomes listed under all of the organizers provide opportunities for students to use Nuučaanuɫ to establish and maintain relationships, share ideas and opinions, and complete real-life tasks. ***Communicating Orally emphasizes speaking and listening skills in keeping with the Nuučaanuɫ oral tradition. It also embraces viewing, representing, and some reading and writing, in order to reach students with a wide range of abilities, language traditions, and backgrounds.*** This organizer emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use an ever-increasing amount of Nuučaanuɫ in all activities and interactions. In the process of communicating in Nuučaanuɫ, students are encouraged to take risks.

Acquiring Information

This organizer emphasizes acquiring information through listening and reading, and conveying the information gathered in a variety of formats.

As Nuučaanuɫ is an oral-based language, much of the acquired information will come from Elders and fluent speakers in the language community.

In this age of rapidly expanding information, it is important for students to develop the ability to understand and acquire information from authentic sources in Nuučaanuɫ (e.g., recipes, menus, schedules, or internet sites) to complete meaningful tasks. A meaningful task is one that engages students in thoughtful learning and is

relevant to their lives.

In the process of acquiring information from sources that are appropriate to their interests and age levels, students are encouraged to apply a range of language-learning strategies to assist their comprehension and expression, and to take risks.

Experiencing and Developing Creative Works

Students learn a language most effectively when they experience and appreciate it through music, dance, storytelling by Elders or members of the cultural community, film, video, art, literature, and other forms of creative expression. This type of experience is interwoven into Nuu̅caa̓nuⱢ culture in social situations and celebrations.

Experiencing and Developing Creative Works provides opportunities for students to develop their listening, viewing, and reading skills as they are exposed to a wide range of creative works representative of Nuu̅caa̓nuⱢ culture, beginning with visual and aural works and progressing to written works as students' language skills develop.

As students respond to these works and develop their own creative works, they build skills in writing, speaking, singing, storytelling and visual art, as well as creating multi-media responses.

Understanding Cultural Influences

Students will be motivated to continue their language studies when they have frequent opportunities to view, listen to, and participate in Nuu̅caa̓nuⱢ culture.

This organizer provides opportunities for students to explore Nuu̅caa̓nuⱢ history, protocols and ceremonies, and consider similarities and differences among First Nations cultures in Canada. It also emphasizes using Nuu̅caa̓nuⱢ to communicate with members of

the community in social contexts and at special events.

Wherever possible, teachers are encouraged to explore cultural opportunities that may exist within their own community. (Please see page 16 for information on protocols for inviting Nuu̅caa̓nuⱢ Elders and community members into the classroom.)

When students communicate with others in Nuu̅caa̓nuⱢ and participate in cultural experiences, they gain insight into the role of culture. Through exploring Nuu̅caa̓nuⱢ, its cultural context, and its world, students develop an understanding of diverse perspectives and can better appreciate the role of other cultures as well as their own.

INTEGRATION WITH OTHER CURRICULA

When teachers and students see Nuu̅caa̓nuⱢ as a practical means of communication and not just a narrow field of language study, many opportunities open up for integration with other curricula. **The prescribed learning outcomes are deliberately open-ended in nature to encourage teachers and students to make links to other areas of study such as job interviewing, mapping, graphing, music, or art.** In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix C for examples of integrated units.) Integration in the elementary classroom is easier, and may begin with daily routines and procedures conducted in Nuu̅caa̓nuⱢ. In this way, students will see Nuu̅caa̓nuⱢ as a useful means of expression.

SPLIT CLASSES

Teachers are encouraged to use the same themes for both grades if possible, alternating the set of themes each year. The final task for each theme should allow for a wide range of performances so students at all levels of ability continue to learn and be successful. For example, a theme on clothing may have partners or small groups

working toward a fashion show with oral presentation. Younger students might use less language and more props, or complete a different task, such as role-playing a clothing purchase.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. **These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes.** The strategies may be teacher-directed, student-directed, or both. There is no one-to-one relationship between the learning outcomes and the instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. **It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of their students and to respond to local requirements.**

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information. Some assessment strategies relate to particular activities, while others are general and could apply to any activity. **It is expected that teachers will adapt, modify, combine, and organize assessment strategies to meet the needs of their students and to respond to local requirements.**

ASSESSMENT IN NUUČAAṈUȽ

Since language is acquired in a spiraling and recursive process, students will thrive in a stimulating environment where risk-taking is nurtured and errors are viewed as a natural and informative part of language development. 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.

In grades 5 to 7, assessment places equal emphasis on three of the major communication skills: listening, speaking, and reading. From grades 8 to 12, equal emphasis is placed on listening, speaking, reading, and writing. Such a balance in emphasis validates the oral and aural skills which are essential to oral-based languages such as NuučaaṉuȽ. Final evaluations in grades 8 to 12 should therefore base 50% of the total grade on oral and aural skills.

In oral-based target languages such as NuučaaṉuȽ, these percentages may need to be adjusted.

ABOUT ASSESSMENT IN GENERAL

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, what they are able to do, and what they are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent goals, and determine areas for additional instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focuses on the critical or significant aspects of learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and expectations.

Evaluation involves interpreting assessment

information in order to make further decisions, such as setting student goals, making curricular decisions, and planning instruction. Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgements about student performance in relation to learning outcomes.

Students benefit when teachers provide evaluation on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgement, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to paper-and-pencil tests. Appendix C includes a more detailed discussion of assessment and evaluation.

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that this IRP addresses relevance, equity, and accessibility issues. Wherever appropriate for the subject, these issues have been integrated into the learning outcomes, suggested instructional strategies, and suggested assessment strategies. Although an exhaustive list of such issues is neither practical nor possible, teachers are encouraged to continue to ensure that classroom activities and resources also incorporate appropriate role portrayals, relevant issues, and exemplars of themes such as inclusion and acceptance.

The ministry, in consultation with experienced teachers and other educators, has developed a set of criteria to be used to evaluate learning resources. Although neither exhaustive nor prescriptive, most of these criteria can be usefully applied to instructional and assessment activities as well as learning resources. See pages 28 through 43 of the ministry document *Evaluating, Selecting, and Managing Learning Resources (2002)* for brief descriptions of these criteria, grouped under headings of *Content, Instructional Design, Technical Design, and Social Considerations*. This document has been distributed to all schools. Additional copies are available from Government Publication Services, order number RB0142, or on the ministry web site.

EXEMPTIONS FROM THE LANGUAGE POLICY

Ministry of Education policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second language requirement. An exemption may apply to a student who is:

*   identified as a student with special needs or receiving English as a Second Language service, **and**
*   unable to demonstrate his or her learning in relation to the outcomes in a course or subject and grade for which the minister has prescribed an educational program guide.

ESL STUDENTS AND SECOND-LANGUAGE STUDY

Teachers of students for whom English is a second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instructions, incremental introduction of language-learning skills, frequent review, and use of graphic organizers (key visuals). Nuučaan̓u‡ teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When teachers provide instruction in Nuučaan̓u‡, ESL students are placed on an equal footing with their classmates.

STUDENTS WITH SPECIAL NEEDS AND SECOND-LANGUAGE STUDY

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because it uses a communicative-experiential approach. Teachers may need to adapt instructional strategies, activities, and evaluation methods for some students.   For example, students with sensory impairments may need amplification or additional description to "view" videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student's cognitive, sensory, or physical disabilities.

When an individual student is exempted due to special needs, the exemption must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing a communication system such as Bliss symbols or voice-activated technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the Nuučaan̓uⱢ-learning classroom.

- **Adapt the Environment**
  - Cluster students with particular gifts or needs.
  - Use community resources for extension and research.
  - Make use of preferential seating to enhance research.
  - Create a space with minimum distractions.
  - Change the location of the learning activity to optimize concentration.
  - Make use of co-operative grouping or pairing of learners.

- **Adapt Presentation or Instruction**
  - Provide extension activities for students with special gifts and talents.
  - Offer choices for self-directed learning.
  - Provide advance organizers of key information.
  - Demonstrate or model new concepts.
  - Adjust the pace of activities as required.
  - Change the wording of questions or instructions to match students' level of understanding.
  - Provide functional, practical opportunities for students to practice skills.

- **Adapt Materials and Equipment**
  - Make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
  - Use manipulatives and other support materials.
  - Provide large-print charts or activity sheets.
  - Use opaque overlays for text pages to reduce the quantity of visible print.
  - Highlight key points in written material.
  - Provide software that has variable font sizes.
  - Use adapted computer hardware and appropriate software.
  - Provide alternative resources on the same concepts at an easier comprehension level.
  - Provide or arrange for opportunities for independent study (e.g., CD-ROM).

- **Adapt Methods of Assistance**
  - Train and use peer tutors to assist students with special needs.
  - Arrange for teacher assistants to work with individuals or small groups.
  - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.

- **Adapt Methods of Assessment**
  - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
  - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
  - Set short-term, achievable goals with frequent feedback.
  - Provide opportunities for students to assess their progress and set their own goals.

LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in Nuučaan̓uⱢ. The curriculum focuses on the purposeful use of language to perform real-life tasks, share ideas, acquire information, and enhance the understanding of culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach. Interaction with fluent Elders and community resource people can enhance language acquisition and provide opportunities to communicate in Nuučaan̓uⱢ.

In order to help students achieve communication goals and carry out real-life tasks while learning Nuučaan̓uⱢ, learning resources should reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include web sites, newsletters, menus, information about employment, holidays and celebrations, and artwork and artifacts reflecting the culture of the Nuučaan̓uⱢ community.

Ministry Procedures for Selecting Recommended Resources

The Ministry of Education promotes the establishment of a resource-rich learning environment of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and digital resources, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practicing teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use other resources to meet specific local needs must have these resources evaluated through a local district approval process.

Students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

The ministry considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of Grade Collection resources (Braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

Provincially Recommended Materials

These materials have been evaluated through the provincial evaluation process and have received Minister's Order. They are listed in Appendix B of the relevant IRP.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

The locally evaluated resources listed in this IRP have been approved for use according to district policies.

SAMPLE PROTOCOLS FOR INVITING ELDERS AND COMMUNITY RESOURCE PEOPLE INTO THE CLASSROOM

The most valuable resources for learning Nuučaanuł are Elders and fluent speakers from the local community. The following protocols are provided as guidelines to assist teachers in inviting these resource people into the classroom and working with them respectfully.

- Contact your local First Nation's office (see page 5 above), to ask about protocols, or ask who can tell you what procedures to go through.
- Send home a note or survey expressing your desire to include parents, grandparents and Elders in your lessons.
- Visit with Elders in person.
- Allow time for conversations to wander; allow for extended pauses.
- Give Elders time to think and decide whether to accept your invitation. Do not force a response; if it is not clearly a "yes", let it go, or suggest that the Elder contact you later.
- Consider Elders' hearing: sit where you can be heard most clearly.
- Limit direct eye contact.
- Keep your questions basic and specific.

A visit from an Elder or community resource person is a learning opportunity for both the students and the teacher. The teacher should show respect by remaining in the classroom the whole time when a guest from the community is present.

It is important to ask <u>before</u> a meeting for permission to make audio or video recordings, or take photographs. Note that permission to listen to or tape a story does not give you any right to rebroadcast or write down the story without further permission.

Appropriate gestures of thanks to your guests include letters, pictures, and story-booklets prepared by the class. If you ask an Elder to speak to your class more than once, the school should provide a stipend

For further inquiries about protocols it is always appropriate to ask at your local First Nation's office, or consult Nuučaanuł staff working in your school.

(Adapted from *Tlingit Moon and Tide: Teaching Resources, Elementary Level*, by Dolly Garza, pp. 6-8. This document is available at http://www.ankn.uaf.edu/ Curriculum/Tlingit/Salmon/graphics/moonandtides.pdf)

> "Elders do not preserve culture – they live it."
>
> ~Dolly Garza (Łingít)