CURRICULUM

Nuučaan̓uł 5 to 12
It is expected that students will:

- recognize and pronounce Nuččaan’u† speech sounds
- communicate likes and dislikes in simple words
- respond to simple questions and commands – e.g., waasak ūiiyak? (Where is your pencil?) hʔiyaqkiš ūissacum. (It’s in the desk.) ūaqčahʔi nunuuk. (Sing loudly.)
- respond to classroom instructions – e.g., Naʔatah! (Listen.) Tīq ʔaasiʔič. (Everyone sit down!)
- express basic concepts of number – e.g., ʔaʔa naks qasii. (I have two eyes.)
- recognize and describe animal names and actions
- ask for help
- recognize and read aloud simple words and phrases

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 Nuččaan’u† instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication.

- Introduce students to the Nuččaan’u† names for local birds – e.g., kaaʔin ‘crow’, qaʔišin ‘raven’, q’ini ‘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 Nuččaan’u† 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:
  - ʔuʔi ʔuʔuʃhyuums ______.
    (This is my friend / relative, ______.)
  - ʔaʔath ʔiš / ʔaqsup ʔiš (He is from ______. / She is from ______.)
  - ʔuupap ʔiš ʔakčas.
    (He/she likes barbecued salmon.)
  - Wiipap ʔiš k’apaipii.
    (He/she doesn’t like coffee.)
  - ʔuupap ʔiš naʔatah ______.
    (He / she likes to listen to [type of music, singer].)
  - ʔuupap ʔiš tupkak mučiɾtup.
    (He/she likes black clothing.)

- Provide students with photographs or drawings of common objects and ask them to name each pictured object in Nuččaan’u† - e.g.,
  - ʔaʔaqg ʔah? (What is this?)
  - ūiiyak ʔiš ʔahmii. (That is a pencil.)

- Open the day with Calendar Time in Nuččaan’u†. Present seasonal poems, celebrate birthdays, and ask students to respond to questions on the season, weather, temperature, and how they are feeling.
  - ʔaʔaqinʔaʔh n`aaas?
    (What is the day like? [weatherwise])
  - ʔaʔaqinʔaʔh n`aaas. (It is a warm / sunny day.)
  - Mąʔa ʔiš n`aaas. (It is a rainy day.)
  - K’isaa ʔiš n`aaas. (It’s snowing today.)
  - K’cąa ʔiš n`aaas. (It’s hailing today.) [Nuččaan’u†ath]
  - Yuʔi ʔuʔiš ʔaʔqaa ʔiš. (It is windy but warm.)
  - Yuʔi ʔuʔiš maʔaa ʔiš. (It is windy and cold.)
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 Nuučaan̓u7 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 Nuučaan̓u7
  - experiment with Nuučaan̓u7 sounds and words
  - participate willingly in classroom activities in Nuučaan̓u7
  - 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.

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.

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| Nuučaan̓u7 Elders and Speakers |

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<td>Our World – Our Ways: Taałaaqsapa Cultural Dictionary</td>
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<td>An Introduction to Nitinaht Language and Culture</td>
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GRADE 5 • Acquiring Information

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<tr>
<td><strong>It is expected that students will:</strong></td>
<td>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 Nuučaan̓ut̓ and become more confident when working with Nuučaan̓ut̓ materials.</td>
</tr>
<tr>
<td>• identify key information from Nuučaan̓ut̓ sources</td>
<td>• After introducing animal vocabulary, invite a guest to present a Nuučaan̓ut̓ legend about an animal and its habitat. Ask students to draw animals from the region in their natural habitats, and label them in Nuučaan̓ut̓. Invite students to participate in a survey to determine which of these animals most class members have seen in the wild.</td>
</tr>
<tr>
<td>• express acquired information in oral and visual forms</td>
<td>• 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 Nuučaan̓ut̓ expressions and use them to create cards for classmates or family members, either on paper or on the computer.</td>
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<td>• Sing a Nuučaan̓ut̓ song – e.g., nisna nuka kwat yaht ee-1-ee-I-oo (Old McDonald had a Farm) – or invite a Nuučaan̓ut̓ 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.</td>
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<td></td>
<td>• After introducing key vocabulary for traditional foods and cooking utensils, invite an Elder to demonstrate preparing fish for smoking, using Nuučaan̓ut̓. Have students enter the information they learn in their journals in simple Nuučaan̓ut̓, with sketches and labels.</td>
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<tr>
<td></td>
<td>• Review colour vocabulary and provide students with strips of paper divided into ten blocks. Ask students to correctly interpret instructions - e.g., ?akha thi kiïsta?ap ?uuhwa tupkuk. (Paint two blocks with black.)</td>
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<td></td>
<td>• Play a recording of an Elder telling a simple story in Nuučaan̓ut̓. 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.</td>
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<td></td>
<td>• Have students use a sample timetable in Nuučaan̓ut̓ to extract information about a student’s school day. Ask each student to prepare his or her own timetable in Nuučaan̓ut̓, noting subjects and teacher(s). Students could display their timetables on a bulletin board.</td>
</tr>
</tbody>
</table>
### 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 Nuučaan̓utz̓ 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 Nuučaan̓utz̓ 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 Nuučaan̓utz̓ 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 Nuučaan̓utz̓ 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.

#### Print Materials:
- **Hooves, Fins and Roots: Plants and Animals of the Central Region Nuu-Chah-Nulth**
- **Our World – Our Ways: Ñaat`aaqsapa Cultural Dictionary**
- **Q̓q̓iitaqck̓ii%u%uus̓taq %u%u%iih= q̓%ii%aq+%itq ha%=uk ?ah%aa%ak %asy%ak%ii> hamuth=tin: What the Hupacasath Did During the Four Seasons, How They Worked on Getting Food and Tools Made From Bones**

#### Web Resources:
- **FirstVoices:** [http://www.firstvoices.ca](http://www.firstvoices.ca)
**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- view, listen to and read creative works from the Nuučaan̓ȗt world
- respond to creative works in oral, visual and simple written forms
- respond to First Nations stories with moral messages

**SUGGESTED INSTRUCTIONAL STRATEGIES**

In the first years of language study, students’ exposure to songs, rhymes, and picture books provides a source of original Nuučaan̓ȗt 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.

- 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 *lahal* song from a Nuučaan̓ȗt 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 Nuučaan̓ȗt 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 Nuučaan̓ȗt 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 Nuučaan̓ȗt, or use classroom resources to translate a poem they have written in English.

- Read or relate a Nuučaan̓ȗt story with a moral – e.g., *X̌aašx̌ip̐šix̌: She Turned Into A Bluejay*, 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

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.

- When groups of students illustrate a creative work, note the extent of their:
  - 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:
  - are able to use the puppets to communicate effectively
  - show respect for the work of their classmates

- As students learn Nuńčaan̓u̱ songs or stories, or present examples of Nuńčaan̓u̱ dances, look for evidence that they are:
  - taking risks to sing in Nuńčaan̓u̱ or dance in Nuńčaan̓u̱ 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)

### 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.

#### Print Materials:

- *Mun̓šič, The Flood*
- *Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect*
- *Our World – Our Ways: Taalaasapa Cultural Dictionary*
- *Saasin Hitac̓inksix̱ Ćixwatin
  Hummingbird Challenges Eagle*
- *X̱aaşx̱ ‘üpsič: She Turned Into A Bluejay*
## Prescribed Learning Outcomes

**It is expected that students will:**

- 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 Nuúčaan̓utz community
- identify Aboriginal cultures from Vancouver Island

## Suggested Instructional Strategies

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 Nuúčaan̓utz regions on Vancouver Island, and their growing awareness of Nuúčaan̓utz culture.

- 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.,
  - ?u b siís. (I am ________)  
  - ?u h uks ?umíqqs. (_____ is my mother.)  
  - ?u h uks ñúwìqqs. (_____ is my father.)

  As an extension, have students in pairs ask and respond to questions about their families - e.g.,
  - Caa qumaa ?akí hácúmsíqqs ?u h ?¡úitàmuq? (How many brothers and sisters do you have?)

- Invite students to ask Elders in their family or community to share Nuúčaan̓utz place names. Students could use a pre-framed question, e.g.
  - ?a?aqíqí tíin Port Alberni ciicíqíqasa? (What do you call Port Alberni in our language?)  
  - ŋumíqposing ?ak ñís. (We call it ŋumíqposing.)

- 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.,

  Hinatmas suutí Nan  
  (I am inviting you, Grandma/Grandpa _____)  
  kíks ?u h ñís tíi ?íc ?aqíqí  
  (... to have cakes and tea with us.)  
  Waasíqí hií ñiisuwí? ?amítkí ?aqíqí? (Where? At the school, tomorrow,)  
  Waasíqíi Nuúčaan̓utzíq qun,  
  (when we have our Nuúčaan̓utz language class.)

  The other students could serve tea and birthday cake to the guests, using Nuúčaan̓utz phrases they have practiced – e.g. ?u kúu?akíqí kíik.  
  (Here is your cake.)
**GRADE 5 • Understanding Cultural Influences**

<table>
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<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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<tr>
<td>Assessment at this level focuses on students’ participation in cultural activities and their increasing awareness of Nuučaan̓ȗt culture. Much of their awareness will be demonstrated in graphic and visual formats, with some commentary in English.</td>
<td>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.</td>
</tr>
<tr>
<td>• When students present their family trees, note the extent to which they:</td>
<td></td>
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<tr>
<td>- include key information about their families</td>
<td>Nuučaan̓ȗt Elders and Speakers</td>
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<tr>
<td>- attempt to engage their classmates’ interest</td>
<td>Print Materials:</td>
</tr>
<tr>
<td>- respond to questions appropriately</td>
<td>- Eagle’s Reflection and Other Northwest Coast Stories</td>
</tr>
<tr>
<td>- ask questions to extend their understanding of their classmates’ presentations</td>
<td>- “I am ...” Tree – blackline master</td>
</tr>
<tr>
<td>- listen attentively</td>
<td>- Muušīk, The Flood</td>
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<tr>
<td>- support and encourage one another</td>
<td>- Nootkan Band Names</td>
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<tr>
<td>• When students have researched Nuučaan̓ȗt place names and Aboriginal cultures on Vancouver Island, ask them to respond (in English) to prompts such as:</td>
<td>- Saasin Hitačinksik ́Cīxwatin Hummingbird Challenges Eagle</td>
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<tr>
<td>- The most important thing I learned was</td>
<td>Videos:</td>
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<tr>
<td>- I was surprised that __________________.</td>
<td>- The Story of the Coast Salish Knitters</td>
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<tr>
<td>- I would like to learn more about ______________.</td>
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<tr>
<td>• To assess students’ invitation cards, consider the extent to which students:</td>
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<tr>
<td>- convey meaning in Nuučaan̓ȗt by combining pictures, words, and actions</td>
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<tr>
<td>- present key words in Nuučaan̓ȗt</td>
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<tr>
<td>• When students offer tea and cake to their guests, look for evidence that students:</td>
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<tr>
<td>- select appropriate Nuučaan̓ȗt phrases from those they have practiced</td>
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<tr>
<td>- include appropriate expressions of politeness</td>
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<tr>
<td>- approximate Nuučaan̓ȗt pronunciation</td>
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<tr>
<td>- are understood by the guests</td>
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</tbody>
</table>
It is expected that students will:

- exchange simple greetings
- communicate wants, needs, likes and dislikes in simple phrases - e.g., kuk (masculine) /čiiš (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., Łaakšiʔis hupii ?ahkuuy yaaqtkqs. (Please help me with what I am working on.) [ʔiihtarath]
- make simple suggestions
- read basic phrases and sentences

The emphasis at this level is on continuing to help students develop positive attitudes to learning and using Nuuc̓aan̓ų. Students may feel successful using the Nuuc̓aan̓ų 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.

- Provide opportunities for students to hear simple greetings and expressions of politeness - e.g., begin lessons with ?uuʔuaqk ma. (It's a beautiful day.) [ʔiihtarath] Čačimhíšaʔakq’aa? (Are you well?). Have students create posters or a mural of greetings and expressions they have learned - e.g., Ḵekoo (thank you), Ḵu (goodbye).
- Using pre-framed models, have students role-play using greetings and expressions of politeness - e.g.,
  A. ʔuklaamah________. Ḵaʔaʔaʔak? ?
  (My name is _______, What's your name?)
  B. ʔuklaamah________. Čačimhíšaʔakq’aa?
  (My name is _______, Are you OK?)
  A. Ḵaʔaʔa wiikšahisamah. Čačimhíšaʔakq’aa?
  (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., Ḵaʔaʔaʔaʔ (What is that?)
  Cixwatin ma (It's an eagle.)
  Ḵaʔaʔaʔaʔ (Who is that?)
  Niqiksaʔah (He's my uncle.)
  Ḵaʔaʔaʔ (Is that you?)
  Haaʔa Ḵaʔaʔaʔ (Yes, its me.)
  Ḵaʔaʔaʔ (Where are you from?)
  Yudukʔitʔah (I am from Ucluelet.)
  Ḵasiʔʔaʔ (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 Nuučaan̓ut?

## 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.

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

### Videos:
- *Nuu-chah-nulth Language Lesson #3 & #4*
### Prescribed Learning Outcomes

*It is expected that students will:*

- extract selected information from Nuuc^aan`u> 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

### Suggested Instructional Strategies

At this level, students’ ability to use Nuuc^aan`u> 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 Nuuc^aan`u> materials.

- Have students look at a selection of age-appropriate Nuuc^aan`u> 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 Nuuc^aan`u>.

- 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., Naana? (Who is your mother’s mother?), Waasq_iyisñiθak? (When were you born?) Waayakθaθaθak? (Where do you live now?) 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 Nuuc^aan`u> 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.
**GRADE 6 • Acquiring Information**

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<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| • As students work with age-appropriate Nuučaanuut 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 | **Nuučaanuut Elders and Speakers** |
| • When students collect information from Nuučaanuut 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 | **Web Resources:**  
  - FirstVoices: [http://www.firstvoices.ca](http://www.firstvoices.ca) |
| • When students collect information from cultural resource people, note the extent to which they:  
  - attempt to follow protocols introduced in class  
  - use Nuučaanuut 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 | |
<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>It is expected that students will:</strong></td>
<td>By providing students with opportunities to experience and develop creative works, teachers can encourage them to enjoy the Nuučaan̓uł 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.</td>
</tr>
<tr>
<td>• view, listen to and read creative works in Nuučaan̓uł</td>
<td>• Provide students with pictures as prompts and have them brainstorm words that they know in Nuučaan̓uł to describe what is happening in each picture. Students could write captions for the picture, or create their own short stories in Nuučaan̓uł based on the picture.</td>
</tr>
<tr>
<td>• respond to creative works in oral and visual forms</td>
<td>• Over a period of time, have students view Nuučaan̓uł 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.</td>
</tr>
<tr>
<td>• demonstrate an understanding of the main idea of a Nuučaan̓uł story or song</td>
<td>• Over the course of the year, introduce students to a variety of simple poems, nonsense rhymes, or tongue twisters in Nuučaan̓uł. As students become familiar with these works, they can use them as prompts for various activities or simply to explore the language.</td>
</tr>
<tr>
<td>• show a relevant connection to a character or situation in moral stories</td>
<td>• Read or relate a Nuučaan̓uł 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.</td>
</tr>
<tr>
<td></td>
<td>• As students listen to a contemporary Nuučaan̓uł 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:</td>
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<tr>
<td></td>
<td>- acting it out</td>
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<td></td>
<td>- choosing an object or picture that represents or illustrates the main idea</td>
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<tr>
<td></td>
<td>- choreographing a dance to accompany the song</td>
</tr>
</tbody>
</table>
**Grade 6 • Experiencing and Developing Creative Works**

<table>
<thead>
<tr>
<th>Suggested Assessment Strategies</th>
<th>Suggested Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Nuučaan̓utz creative works to those of other regions or countries.</td>
<td>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.</td>
</tr>
<tr>
<td>• After students view visual works, consider the extent to which they:</td>
<td></td>
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<tr>
<td>- recognize key themes</td>
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<tr>
<td>- offer relevant responses</td>
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<tr>
<td>- correctly identify artists and titles</td>
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<tr>
<td>• In role-play activities, look for evidence that students:</td>
<td></td>
</tr>
<tr>
<td>- participate willingly</td>
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<tr>
<td>- convey meaning</td>
<td></td>
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<tr>
<td>- use familiar and appropriate vocabulary and phrases</td>
<td></td>
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<tr>
<td>- interpret the scenes correctly</td>
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<tr>
<td>• When students perform a Nuučaan̓utz song they have learned, look for evidence that they:</td>
<td></td>
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<tr>
<td>- participate willingly</td>
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<tr>
<td>- understand the meaning of the song</td>
<td></td>
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<tr>
<td>- try to interpret the mood of the song</td>
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<tr>
<td>• To assess students’ comprehension of a story or song, look for evidence that they:</td>
<td></td>
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<tr>
<td>- use visual aids to derive meaning</td>
<td></td>
</tr>
<tr>
<td>- are willing to offer individual responses</td>
<td></td>
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<tr>
<td>- are beginning to make generalizations</td>
<td></td>
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</tbody>
</table>

*Nuučaan̓utz* Elders and Speakers

**Print Materials:**

- *HuupuKanum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs*
- *Learning By Design: Pacific Northwest Coast Native Indian Art, Volume 1*
**GRADE 6 • Understanding Cultural Influences**

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>It is expected that students will:</em></td>
<td>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 Nučaan̓tu'.</td>
</tr>
<tr>
<td>• use expressions and compliments that encourage others</td>
<td>• Invite students to develop family trees including their parents and grandparents and present them to the class.</td>
</tr>
<tr>
<td>• use appropriate vocabulary for family relationships and place names</td>
<td>• Introduce students to Nučaan̓tu' 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 Nučaan̓tu' place name which is important to his or her family and present it to the class.</td>
</tr>
<tr>
<td>• use appropriate expressions for interacting with members of the Nučaan̓tu’ community</td>
<td>• Provide students with, or have them find, information on uses of cedar written in both English and Nučaan̓tu’. Have each student invite a parent or Elder into the classroom to share the experience of creating Nučaan̓tu' 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.</td>
</tr>
</tbody>
</table>
| • identify and compare Aboriginal cultures from Vancouver Island | • 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.,

  ἦʔaḵtauτa witaʔin. *(We are having a memorial.)*

  Nunuukš̲itqin. *(We started singing.)*

  The class completes a *Celebrations of Our Class* chart, including the names (ʔuktauτag), dates, and interesting features of the events. Students could discuss similarities between the celebrations presented and those of the Nučaan̓tu' community and other Aboriginal groups on Vancouver Island. |
| | • Have students make button blankets based on K̓”ak’akaw̓”ak` culture and compare them to shawls from Nučaan̓tu' culture. |
**GRADE 6 • Understanding Cultural Influences**

<table>
<thead>
<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>• As students look for cedar information and create a Nuucaanu headband, note the extent to which they:</td>
<td></td>
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<tr>
<td>- recognize specific Nuucaanu words</td>
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<tr>
<td>- attempt to use the Nuucaanu written instructions unless they cannot proceed</td>
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<tr>
<td>- respond to oral instructions and visual cues from the teacher or Elder</td>
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<tr>
<td>- are willing to try new skills and experiment with the cedar.</td>
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<tr>
<td>• As students present their family trees, place names, special events or celebrations, note the extent to which they:</td>
<td></td>
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<tr>
<td>- include all required information</td>
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<tr>
<td>- have acquired information about the topic from appropriate sources (e.g., family or community members, print materials)</td>
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<tr>
<td>- use visual prompts</td>
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</tr>
<tr>
<td>• As students discuss cultural events and customs, observe and note evidence of their interest and understanding. For example, to what extent do students:</td>
<td></td>
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<tr>
<td>- ask questions of each other</td>
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<tr>
<td>- volunteer information about their own families and communities</td>
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<tr>
<td>- speculate about reasons for particular customs or behaviours</td>
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<tr>
<td>- offer to find out the answers to questions</td>
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<tr>
<td>- volunteer information they have discovered about other cultures</td>
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<td></td>
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<tr>
<td><strong>Elders and Speakers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Print Materials:</strong></td>
<td></td>
</tr>
<tr>
<td>• Cedar</td>
<td></td>
</tr>
<tr>
<td>• “I am ...” Tree – blackline master</td>
<td></td>
</tr>
<tr>
<td>• Potlatch</td>
<td></td>
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<tr>
<td>• Nootkan Band Names</td>
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<tr>
<td><strong>Software:</strong></td>
<td></td>
</tr>
<tr>
<td>• Family Tree Maker 2008</td>
<td></td>
</tr>
</tbody>
</table>
### Prescribed Learning Outcomes

*It is expected that students will:*

- 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., *Pawaŋaʔamah qucyak.* *(I lost my pen.)*
- make suggestions
- read simple phrases proficiently
- use *Nuuchen* while working with others to complete a task

### Suggested Instructional Strategies

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.

- Using pre-framed models, have students role-play using *Nuuchen* 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., *čakup has?* *(Am I a man?)* *Łuucma has?* *(Am I a woman?)* *ʔičim has?* *(Am I old?)* *ʔaneʔis has?* *(Am I a child?)*

- 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.

  - *Wasqʔaqtq____?* *(What day is ____?)*
  - *ʔanupiʔcaqha?* *(At what time?)*
  - *Waqʔaqtq ha?* *(Where ____?)*
  - *ʔatʔaʔaqʔaqtq haʔiN?* *(Who else is invited?)*

- Give classroom instructions in *Nuuchen* and challenge students to follow a sequence of several steps - e.g., *naʔatah ʔitič. (You all listen.)* *Tiqas ʔič čaʔni. (Sit down for a while.)* *ʔasim ʔaqʔ keʔisuu qicyak ʔiʔin?pa. (You are going to need a pencil and paper.)*

- Encourage students to keep an ongoing record of useful phrases and survival expressions such as:
  - *Hayakah wayiik. (I don’t know what you said.)*
  - *Huʔasi wa? (Could you repeat that?)*

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.
## 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 Nuučaan̓utz
  - 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 Nuučaan̓utz
  - experiment with new vocabulary and structures
  - approximate Nuučaan̓utz 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 Nuučaan̓utz.
  - 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.

### Elders and Speakers

<table>
<thead>
<tr>
<th>Print Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect</td>
</tr>
<tr>
<td>Our World – Our Ways: Taalaasqa Cultural Dictionary</td>
</tr>
</tbody>
</table>

### Web Resources:

- FirstVoices: [http://www.firstvoices.ca](http://www.firstvoices.ca)

### Videos:

- Nuu-chah-nulth Language Lesson #3 & #4
GRADE 7 • Acquiring Information

<table>
<thead>
<tr>
<th>PRESCRIBED LEARNING OUTCOMES</th>
<th>SUGGESTED INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
</table>

**It is expected that students will:**

- extract and record selected information from Nuučaan̓ȗt 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

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 Nuučaan̓ȗt 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 Nuučaan̓ȗt-English dictionary or a glossary helps students explore written material more independently and in greater depth.

- Invite a guest who is fluent in Nuučaan̓ȗt 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 Nuučaan̓ȗt 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 Nuučaan̓ȗt student to class to give a short presentation about high school life. Students ask questions in Nuučaan̓ȗt, 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 Nuučaan̓ȗt 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 Nuučaan̓ȗt 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.
**GRADE 7 • Acquiring Information**

<table>
<thead>
<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>While many of the information tasks at this level continue to rely on visual representations, students are expected to use some basic, well-practiced <strong>Nuučaan̓uɁ</strong> 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.</td>
<td>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.</td>
</tr>
<tr>
<td>• When students represent or report on information they have acquired, note the extent to which they are able to:</td>
<td><strong>Nuučaan̓uɁ Elders and Speakers</strong></td>
</tr>
<tr>
<td>- identify and recount key ideas or impressions</td>
<td><strong>Print Materials:</strong></td>
</tr>
<tr>
<td>- include relevant and accurate detail</td>
<td>• <em>Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect</em></td>
</tr>
<tr>
<td>- reproduce some of the <strong>Nuučaan̓uɁ</strong> words and patterns in an understandable form</td>
<td>• <em>Our World – Our Ways: Ṭaalaq̱sapa Cultural Dictionary</em></td>
</tr>
<tr>
<td>- organize and sequence their information appropriately</td>
<td>• <em>Ethnobotany of the Nitinaht Indians of Vancouver Island</em></td>
</tr>
<tr>
<td>• When students are working on assigned tasks, use a class list to note observations about the extent to which they:</td>
<td>• <em>Food Plants of Coastal First Peoples</em></td>
</tr>
<tr>
<td>- approach tasks with confidence</td>
<td><strong>Videos:</strong></td>
</tr>
<tr>
<td>- persevere: try different approaches or strategies when having difficulty</td>
<td>• <em>Nuu-chah-nulth Language Lesson #3</em></td>
</tr>
<tr>
<td>- tolerate ambiguity: use the information they understand without being frustrated by gaps in their knowledge</td>
<td><strong>Web Resources:</strong></td>
</tr>
<tr>
<td>• Provide or develop with students a list of criteria to be used for self- and teacher assessment when students are working with <strong>Nuučaan̓uɁ</strong> resources. For example:</td>
<td>• FirstVoices: <a href="http://www.firstvoices.ca">http://www.firstvoices.ca</a></td>
</tr>
<tr>
<td>- recognizes familiar words in new contexts</td>
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<tr>
<td>- uses a thematic or bilingual dictionary appropriately (e.g., to confirm and locate the meanings of selected key words)</td>
<td></td>
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<tr>
<td>- uses non-verbal clues (e.g., context, gesture, intonation, graphics, pictures) to support meaning</td>
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<tr>
<td>- uses knowledge of common patterns to make predictions and inferences</td>
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<tr>
<td>• As students listen to conversations, note the extent to which they:</td>
<td></td>
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<tr>
<td>- respond to the meaning as well as the sounds and rhythms</td>
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<tr>
<td>- make connections with other conversations they have heard</td>
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<tr>
<td>- are open and willing to engage in new experiences</td>
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<tr>
<td><strong>Prescribed Learning Outcomes</strong></td>
<td><strong>Suggested Instructional Strategies</strong></td>
</tr>
<tr>
<td>---------------------------------</td>
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</tr>
<tr>
<td>It is expected that students will:</td>
<td>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.</td>
</tr>
<tr>
<td>• view, listen to, and read creative works in Nuučaan̓uʔ</td>
<td>• 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.</td>
</tr>
<tr>
<td>• respond to creative works in oral, visual and simple written forms</td>
<td>• Present students with examples of crafts from various Nuučaan̓uʔ regions. Students choose one craft to make and present in a class art show, giving background information and explaining how the item relates to Nuučaan̓uʔ culture.</td>
</tr>
<tr>
<td>• demonstrate an understanding of key details of a Nuučaan̓uʔ story or song</td>
<td>• Invite students to read a selection of simple poems in Nuučaan̓uʔ. Then challenge each student to create a short Nuučaan̓uʔ poem on a topic relating to cultural studies.</td>
</tr>
<tr>
<td>• show a relevant connection to the problem faced by the main character in moral stories</td>
<td>• Have students work in pairs to create invitations to a Nuučaan̓uʔ celebration or special event. Ask students to use the appropriate form of address for the recipient.</td>
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<tr>
<td></td>
<td>• Invite students to view examples of Nuučaan̓uʔ carving or sculpture. Then have them create their own sculpture or carving using appropriate Nuučaan̓uʔ symbols and images. Have students share their work first with a partner and then with the class, explaining what it represents or symbolizes.</td>
</tr>
<tr>
<td></td>
<td>• After students hear or view a Nuučaan̓uʔ 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.</td>
</tr>
<tr>
<td></td>
<td>• As students read or listen to a First Nations story told in Nuučaan̓uʔ, 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., ?a čaqit hin ?uu mačuk himwitc̓aa? (Who were we talking about in our story?), ?a qik uk it ha uuš mis? (What was his problem?)</td>
</tr>
</tbody>
</table>
### Suggested Assessment Strategies

As students develop their knowledge of and facility with Nučaan̓ut, 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.

- As students work in groups to create posters depicting the content of the video, note the extent to which they:
  - 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:
  - 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.:
  - shows attention to the details of the sample carvings or sculptures
  - uses appropriate Nučaan̓ut symbols and images

- When students present their illustrations and respond to questions, look for:
  - 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

### 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.

#### Print Materials:
- Living on the Edge: Nuu-Chah-Nulth History from an Ahousaht Chief’s Perspective.
- Stand Tall, My Son

#### Videos:
- Q̕átuwx̱: People Gathering Together
- The Power of Dance
### Prescribed Learning Outcomes

It is expected that students will:

- 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

### Suggested Instructional Strategies

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 Nuuc‘aan̓ȗp culture.

- Have students find out about family members in a Nuuc‘aan̓ȗp region. Students could interview a relative using prepared questions about family history – e.g., "ʔa čuq uk hax nanaamigús? (Who are your grandparents?)" – and create a labelled family tree including their great-grandparents. Students could also ask for information on Nuu-chaan̓utz place names which are important to their families, and label them on a map.
- Show a video on Nuu-chaan̓utz dance, canoeing, traditional territories, or other traditional cultural experiences. Invite students in groups to research one aspect of Nuu-chaan̓utz 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 Nuu-chaan̓utz 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 Nuu-chaan̓utz.
- Have students exchange e-mail or letters with other students in the Nuu-chaan̓utz region. Encourage students to ask about topics such as clothing (múučítup), school schedules, and traditions – e.g., *Nunuuk is huyaa hawu aat? (Do you sing and dance?)* After exchanging letters, students prepare a short presentation to the class comparing the life of their new friend with their own.
- After discussing Nuu-chaan̓utz 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 Nuuc‘aan̓utz. Students could practice introducing themselves using the suffixes -sup / -aqsup and -ʔath - e.g., *Huʔayʔaqsup ah. [female] / Huʔayʔath ah. [male] (I am from the Huu-ay-aht Nation.)* *Huʔayʔathin. (We are from the Huu-ay-aht Nation.)*
### Suggested Assessment Strategies

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 Nuučaan’u culture.

- When students prepare their family trees, look for evidence that they include:
  - 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:
  - information comes from a variety of resources
  - display is logically organized
  - a variety of topics about Nuučaan’u 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:
  - 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

### 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.

- **Nuučaan’u Elders and Speakers**

- **Print Materials:**
  - The First Nations of British Columbia
  - Potlatch

- **Software:**
  - Family Tree Maker 2008
### Prescribed Learning Outcomes

*It is expected that students will:*

- 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 Nučaan’ut expressions and phrases for informal conversation

### Suggested Instructional Strategies

Grade 8 students use Nučaan’ut 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.

- Invite fluent speakers into the classroom, or show a video of fluent speakers interacting in Nučaan’ut. 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 Nučaan’ut 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., *Wa ḥaak waʔiš … (It is said …)* 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 Nuuchaanulth 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 Nuuchaanulth

- 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 Nuuchaanulth
  - 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.

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

**Web Resources:**
- FirstVoices: [http://www.firstvoices.ca](http://www.firstvoices.ca)

**Videos:**
- Nuu-chah-nulth Language Lesson #5 & #6
**Prescribed Learning Outcomes**

*It is expected that students will:*

- extract and organize selected information from Nuuc^aan`u> 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

**Suggested Instructional Strategies**

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 Nuuc^aan`u> 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).

- Ask students to attend a community sports event with a relative or community member who speaks Nuuc^aan`u> and observe Nuuc^aan`u> 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 Nuuc^aan`u>. Students could also illustrate any new expressions learned.

- Give students a Nuuc^aan`u> 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 Nuuc^aan`u>, 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 Nuuc^aan`u> 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 *Waax si h=ac^ aya suuh=a?* (Where is there a lot of salmon?) *Paagiyaa> c~im h=in?* (What would we use?), 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 Nuuc^aan`u>, 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 Nučaan̓ut 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 Nučaan̓ut 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.

![Elders and Speakers](image)

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

**Videos:**
- Q̓at̓u̱wa: People Gathering Together
- The Power of Dance
**GRADE 8 • Experiencing and Developing Creative Works**

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<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Instructional Strategies</th>
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<tbody>
<tr>
<td><em>It is expected that students will:</em></td>
<td>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.</td>
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<tr>
<td>• view, listen to, and read authentic creative works in Nuučaan̓uł†</td>
<td>• Have students keep a section of their notebooks or journals for responding to Nuučaan̓uł† 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.</td>
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<tr>
<td>• respond to creative works in oral, visual and written forms</td>
<td>• 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.</td>
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<td>• demonstrate an understanding of the details of a Nuučaan̓uł† story or song</td>
<td>• Present a short Nuučaan̓uł† 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., <em>Paqis mit hač ḥnawret?</em> (What happened to the boy?)</td>
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| • show a relevant connection to the problem faced by the main character in moral stories | • Present a selection of Nuučaan̓uł† poems to the class and invite students to choose one or more of the following activities:  
  - create their own poems in Nuučaan̓uł†, with the support of classroom resources  
  - read or recite a published Nuučaan̓uł† poem aloud, and record it digitally or on audiotape  
  - set a poem to song with the assistance of a fluent Elder |
| • read or recite stories, poems, or songs aloud | • After hearing a Nuučaan̓uł† 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 Nuučaan̓uł†-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 Nućaan̓ut 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 Nućaan̓ut
  - 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 Nućaan̓ut 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 Nućaan̓ut from various sources

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**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.

- **Nućaan̓ut Elders and Speakers**

Print Materials:

- Jason’s New Dugout Canoe
- Little Bear’s Vision Quest
- Storm Boy
- Whale Girl
GRADE 8 • Understanding Cultural Influences

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<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Instructional Strategies</th>
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It is expected that students will:

- 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

By exploring similarities and differences in activities and interests that exist in Nuučaan̓ȗ in regions, students increase their understanding of Nuučaan̓ȗ culture.

- Invite students to research Nuučaan̓ȗ 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 Nuučaan̓ȗ 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 Nuučaan̓ȗ region. Students ask questions they have prepared in advance – e.g., *taaksiʔis hiimčit q’aaʔapiq’at siqiy at k’aqmis. (Show me how to prepare herring eggs.)* 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 Nuučaan̓ȗ dishes to the food they eat at home.
- Have students find examples of pastimes of Nuučaan̓ȗ 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 Nuučaan̓ȗ youth.
- Over time, have students create a classroom chart with examples of Nuučaan̓ȗ 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 Nuučaan̓ȗ culture (mini-feast).
- Divide the class into group A and group B. Have each group learn a game played in Nuučaan̓ȗ culture - e.g., *haanaʔa (lahal).* 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 Nuučaan̓ȗ expressions as possible. Have students compare and contrast the Nuučaan̓ȗ 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 Nućaan̓ut 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 Nućaan̓ut cuisine, look for evidence that they:
  - use accurate, appropriate, and complete information
  - show an interest in similarities and differences between traditional Nućaan̓ut cuisine and their own foods
  - attempt to appeal to an audience
  - incorporate necessary vocabulary and expressions
- As students present information about pastimes of Nućaan̓ut youth, look for evidence that they:
  - present accurate information
  - include interesting details
  - are developing increased understanding of and insight into the lives of Nućaan̓ut youth
  - compare aspects of their own communities and cultures, and other Canadian communities
- When students prepare a mini-feast based on Nućaan̓ut 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 Nućaan̓ut 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.

#### Print Materials:
- The First Nations of British Columbia
- Ha-Shilth-Sa Newspaper
- SAY Magazine

#### Videos:
- The Story of the Coast Salish Knitters
- Ṭtina - The Rendering of Wealth
**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- 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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

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.

- Using appropriate props, have students work in pairs to practice producing and responding to requests — e.g., ḥaaks hii qayiq qiciyq. *(Please get three pencils.)* 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 Nuučaan̓ t̓ 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., Ḥuuk ̣isesak ḡup̣xịuk? *(Are you taking a sweater?)* 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., Ḥdůx ̣ii? *(How big is it?)* ḋaqeqki? *(What is it used for?)* 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., Ḥdɔči⁵t̓?jyax? *(How long were they there?)* Ḥaadʔaq wiiq pa>. *(As long as the winter lasted.)*

- 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.
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<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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<tr>
<td>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.</td>
<td>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.</td>
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- 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 Nuuchahnulth 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

Elders and Speakers

Print Materials:

- Nuuchahnulth Phrase Book and Dictionary - Barkley Sound Dialect
- Our World – Our Ways: Taalaasapa Cultural Dictionary
- Potlatch

Web Resources:

- FirstVoices: [http://www.firstvoices.ca](http://www.firstvoices.ca)
**GRADE 9 • Acquiring Information**

### Prescribed Learning Outcomes

*It is expected that students will:*

- extract and record relevant information from Nuučaan̓ȗł 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

### Suggested Instructional Strategies

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.

- Have students each identify and select a non-fiction piece in Nuučaan̓ȗł 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 Nuučaan̓ȗł, noting the topics discussed, opinions given, and expressions used. Ask them to write their own letters, either to a Nuučaan̓ȗł newspaper, or to pen-pals.

- Have students each telephone a Nuučaan̓ȗł 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 Nuučaan̓ȗł. 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 Nuučaan̓ȗł 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).
**GRADE 9 • Acquiring Information**

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<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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<tr>
<td>Students at this level show evidence of their language skills and strategies in the way they approach and work with Nuučaan̓ut materials, as well as the way they represent the information they acquire. Frequent opportunities to choose their own tasks will increase student interest.</td>
<td>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.</td>
</tr>
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</table>

- 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 Nuučaan̓ut, note the extent to which they:
  - use the appropriate format
  - write clearly in simple Nuučaan̓ut
  - refer to information in the ads during their “calls”
  - interact in Nuučaan̓ut 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 Nuučaan̓ut.

**Print Materials:**

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

**It is expected that students will:**

- view, listen to, and read authentic creative works in Nuučaan̓uɁ;
- respond to creative works in oral, visual and written forms;
- demonstrate an understanding of the conclusions drawn from a Nuučaan̓uɁ story;
- identify the dilemma or conflicts faced by the main character in moral stories;
- read or recite traditional stories, poems, or songs aloud.

### Suggested Instructional Strategies

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.

- Have students search the internet for museums in Nuučaan̓uɁ 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 Nuučaan̓uɁ 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 Nuučaan̓uɁ stories, including myths, legends, or other stories appropriate to Nuučaan̓uɁ 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., *Baaqaxadiḇi uyiy? (Why did they go there?)*
- 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.
GRADE 9 • Experiencing and Developing Creative Works

**Suggested Assessment Strategies**

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 Nučaan̓utl in informal situations, as well as in their oral, visual, and written responses.

- To assess students’ opening ceremonies, look for evidence that students:
  - 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:
  - 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:
  - 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:
  - include a variety of images that are visually engaging
  - are willing to explore meaning
  - use appropriate vocabulary
- When students discuss creative works using Nučaan̓utl, look for evidence that they:
  - 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

**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.

**Nučaan̓utl Elders and Speakers**

**Print Materials:**

- The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience
- A Visit to the Other World, A Nitinat Text (With Translation and Grammatical Analysis)

**Videos:**

- Picturing a People
- The Story of the Coast Salish Knitters
**GRADE 9 • Understanding Cultural Influences**

<table>
<thead>
<tr>
<th><strong>Prescribed Learning Outcomes</strong></th>
<th><strong>Suggested Instructional Strategies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>It is expected that students will:</em></td>
<td>With students’ deepening understanding of Nučaan’u’ culture, they are motivated to continue their language learning and add new perspectives to their views of the world.</td>
</tr>
<tr>
<td>• identify and record names of places that are important to their families</td>
<td>• 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 <em>lahal</em>; cultural field trips. Ask students to attend a potlatch or cultural feast in the community where Nučaan’u’ is spoken, and then share their experience with the class.</td>
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<tr>
<td>• use Nučaan’u’ to participate in traditional cultural activities and games</td>
<td>• Have students listen to an Elder describe how to welcome people to an event. Students then role-play the situations described by the Elder.</td>
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<tr>
<td>• use appropriate register to interact with Elders or teachers</td>
<td>• Have students compare and contrast how people celebrate birthdays or other special occasions in Nučaan’u’ regions. Students can focus on food, setting, attire, guests, music, and dance.</td>
</tr>
<tr>
<td>• distinguish similarities and differences between Nučaan’u’ customs and those of other Canadian Aboriginal cultures</td>
<td>• Ask students to compare Nučaan’u’ 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.</td>
</tr>
<tr>
<td>• recognize and use gestures and expressions that accompany the giving of gifts to friends and Elders</td>
<td>• 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 Nučaan’u’. Encourage students to give as much background information as possible – e.g., artist’s name, birthday, home community, song titles, interesting facts.</td>
</tr>
<tr>
<td>• identify and describe ways that Nučaan’u’ and other languages have influenced each other</td>
<td>• Have students brainstorm lists of Nučaan’u’ words used in English (e.g., <em>potlatch</em>, <em>tyee</em>), and English words used in Nučaan’u’ (e.g., <em>šuusis</em> ‘shoes’). Students could also consider blended words, which have one Nučaan’u’ part and one English part (e.g., English <em>saltchuck</em> ‘salt water’, Nučaan’u’ <em>šuusisuwisacaw</em> ‘to put on shoes’). These words may be found in authentic materials read or heard in class, or outside of class. Discuss Nučaan’u’’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.</td>
</tr>
</tbody>
</table>
### Suggested Assessment Strategies

As students talk and write about their developing knowledge of Nu'cahnút 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 Nu'cahnút traditions
  - able to present accurate and detailed information in understandable Nu'cahnút
  - 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 Nu'cahnút 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 Nu'cahnút culture
  - respect for diversity and differences in customs

- Review students’ lists of words used in both Nu'cahnút 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.

**Nu'cahnút 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: Taalaaqspa Cultural Dictionary
- wawaacuk yaqwi?tq quu?as: The Sayings of our First People
**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- 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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

*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.*

- 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., ᐱspecialchars?Qui ?uuyq? (Who did what to whom?) ᐱuuyq? (How did he have an accident?) 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 Nuuc̓aan̓u> - 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 Nuuc̓aan̓u> 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 Nuuc̓aan̓u>, 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** | **SUGGESTED LEARNING RESOURCES** |

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., ?uapakut?i?i mìkaaaju. (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

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.

**Elders and Speakers**

**Print Materials:**
- *My Name is Seepeetza*
- *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**

*It is expected that students will:*

- extract, retrieve and process information from Nuučaan̓ȗl 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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

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.

- 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 Nuučaan̓ȗl to add to the archive. Remind students to follow appropriate protocol: explain the purpose of the invitation, share tea and čamus 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 Nuučaan̓ȗl 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., Nuucaan̓ȗl and K’ak’akawak’ artwork, hunting and fishing camps, traditional resource gathering areas, First Nations’ and immigrant cultures’ celebrations), listing ideas, findings, and examples in Nuučaan̓ȗl. Students then prepare a display of this information to present to the class.

- Invite students to review *Let’s Bus It!* transit schedule information in other First Nations languages and prepare an insert in Nuučaan̓ȗl for the transit schedule in Port Alberni or another Vancouver Island community.
**GRADE 10 • Acquiring Information**

<table>
<thead>
<tr>
<th><strong>SUGGESTED ASSESSMENT STRATEGIES</strong></th>
<th><strong>SUGGESTED LEARNING RESOURCES</strong></th>
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<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>• For listening log assignments, look for evidence that students:</td>
<td><strong>Nuuc'aan'ut Elders and Speakers</strong></td>
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<tr>
<td>- complete an entry for each day</td>
<td><em>Print Materials:</em></td>
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<tr>
<td>- identify what they understood of each conversation</td>
<td>• <em>Cwan: The Armourer</em></td>
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<tr>
<td>- use appropriate language-learning strategies</td>
<td>• <em>Potlatch</em></td>
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<td></td>
<td>• <em>Son of Raven, Son of Deer</em></td>
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<td>• 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:</td>
<td>• <em>The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience</em></td>
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<tr>
<td>- include accurate and relevant information</td>
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<tr>
<td>- communicate clearly</td>
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<tr>
<td>- make direct reference to details provided in original source</td>
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<tr>
<td>- use appropriate vocabulary and language structures</td>
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<tr>
<td>- sustain interaction and support each other with questions, prompts, and body language</td>
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<tr>
<td>• Assess written assignments using criteria similar to those for oral presentations. For example, check that:</td>
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<tr>
<td>- communication is clear</td>
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<tr>
<td>- information is accurate and relevant</td>
<td></td>
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<tr>
<td>- details and examples are included</td>
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<tr>
<td>- language is appropriate</td>
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<tr>
<td>- material is easy to follow and effectively organized to suit the focus of the task</td>
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<tr>
<td>- information sources are acknowledged</td>
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- **Print Materials:**
  - *Cwan: The Armourer*
  - *Potlatch*
  - *Son of Raven, Son of Deer*
  - *The Whaling Indians: West Coast Legends and Stories: Tales of Extraordinary Experience*
**GRADE 10 • Experiencing and Developing Creative Works**

<table>
<thead>
<tr>
<th><strong>Prescribed Learning Outcomes</strong></th>
<th><strong>Suggested Instructional Strategies</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>It is expected that students will:</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>• view, listen to, and read authentic creative works in Nuučaan’uufs</td>
<td>• As a class, select three Nuučaan’uufs 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).</td>
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<tr>
<td>• reflect on and respond to creative works in oral, visual and written forms</td>
<td>• 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.</td>
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<tr>
<td>• demonstrate an understanding of the conclusions drawn from a Nuučaan’uufs story</td>
<td>• 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 Nuučaan’uufs 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.</td>
</tr>
<tr>
<td>• identify the dilemma or conflicts and resolution faced by the main character in moral stories</td>
<td>• Work with the class to examine several versions of a myth, fairy tale, or other form of story as it exists in Nuučaan’uufs and other cultures. Then invite students in groups to select scenes to act out in Nuučaan’uufs. 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.</td>
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<tr>
<td>• retell a traditional story orally</td>
<td>• Have students read a selection of Nuučaan’uufs 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:</td>
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<tr>
<td></td>
<td>- create a pattern book for young children</td>
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<td>- illustrate a story to clarify the meaning</td>
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<td></td>
<td>- role-play a story</td>
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<tr>
<td></td>
<td>- retell a story orally</td>
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<td></td>
<td>- change one element of the story all the way through</td>
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<td></td>
<td>- record a story on audiotape or video</td>
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</table>
# 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 Nučaanut 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 Nučaanut 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 Nučaanut materials when ________ .)
  - (My responses to Nučaanut materials are different when ________ .)
  - (I could probably increase my enjoyment of Nučaanut creative works if I ________ .)

Responses might include, e.g.,

ʻuuqčaphs naʔnatah. (I enjoyed listening.)
ʻuuqčaphs naʔnatah naniiq nunuuk ʻahquu. (I enjoy listening to my grandfather when he is singing.)

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# 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.

- **Nučaanut 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

*It is expected that students will:*

- identify and record names of places that are important to their families and communities
- use Nučaan̓u to participate in traditional cultural activities and games
- use appropriate register to converse with Elders or teachers
- distinguish similarities and differences between Nučaan̓u customs and those of other Canadian Aboriginal cultures
- contribute to the preparation of a potlatch or cultural feast
- identify examples of puns and jokes

## Suggested Instructional Strategies

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.

- 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 Nučaan̓u 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 Nučaan̓u culture.

- Invite students to assume fictitious Nučaan̓u 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 Nučaan̓u 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 Nuučaan̓uɬ cultural practices and expressions. Activities should also encourage students to reflect on and make comparisons among Nuučaan̓uɬ 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 Nuučaan̓uɬ
  - demonstrate respect for cultural diversity
  - use detail to support their points of view

- When students act out an adaptation of a Nuučaan̓uɬ film, or develop role-plays based on jokes and puns, look for evidence that they:
  - interact entirely in Nuučaan̓uɬ
  - 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.

#### Nuučaan̓uɬ Elders and Speakers

#### Print Materials:
- First Nations, Inuit, and Métis Peoples: Exploring their Past, Present and Future
- Ghost Canoe
- Huupu Kanum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs
- wawaac’akuk yaqwiiʔitq quuʔas: The Sayings of our First People
### Grade 11 • Communicating Orally

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is expected that students will:</td>
<td>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.</td>
</tr>
<tr>
<td>• ask for and give information and assistance</td>
<td>• 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., ḥutwii 'first', mít ḥen'.</td>
</tr>
<tr>
<td>• exchange information and opinions about social issues which affect them, giving reasons</td>
<td>• As a class, discuss community issues such as Nučaanut language policy or political involvement with Treaty negotiation. Invite students to present their opinions or positions, giving reasons.</td>
</tr>
<tr>
<td>• describe or narrate events, experiences or situations, using appropriate time referents</td>
<td>• Invite students to imagine they have just returned from a cultural exchange to another Nučaanut 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.</td>
</tr>
<tr>
<td>• use appropriate language structures to give advice</td>
<td>• 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.</td>
</tr>
<tr>
<td>• use a range of vocabulary and expressions in past, present, and future</td>
<td>• Ask students to find examples of Nučaanut 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.</td>
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<tr>
<td></td>
<td>• 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:</td>
</tr>
<tr>
<td></td>
<td>- a student studying Nučaanut for the first time seeking study tips</td>
</tr>
<tr>
<td></td>
<td>- a student seeking information on how to increase personal health, energy, and fitness</td>
</tr>
<tr>
<td></td>
<td>- a student wanting advice on what to take on a camping trip</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
## 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 Nučaan’ut words accurately
  - ask for more information if accepting an invitation - e.g., Wask’iq?aqts’ ḥuččak? (When do I have to go?)
  - respond politely and give a reason why if refusing an invitation - e.g., wi?q maax’ ḥuččak mamiuk wit’as. (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., ḥutwi’ ‘first’, mihk ‘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 Nučaan’ut (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 Nučaan’ut
  - 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.

- **Nučaan’ut Elders and Speakers**
  - **Print Materials:** SAY Magazine
**GRADE 11 • Acquiring Information**

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is expected that students will:</td>
<td>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.</td>
</tr>
<tr>
<td>• record and organize relevant information from Nuučaan̓u language resources to fit a research need</td>
<td>• 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.</td>
</tr>
<tr>
<td>• follow appropriate protocol for collecting information from cultural resource people</td>
<td>• Invite a guest to speak in Nuučaan̓u language 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 Nuučaan̓u, 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.</td>
</tr>
<tr>
<td>• identify forms of communication chosen to match a purpose and audience</td>
<td>• 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 Nuučaan̓u, 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 Nuučaan̓u.</td>
</tr>
<tr>
<td>• summarize and use acquired information in oral, visual, and written forms</td>
<td>• When students learn vocabulary from community resource people which is not in existing Nuučaan̓u 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.</td>
</tr>
<tr>
<td>• follow protocol for acknowledging sources</td>
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</table>
**GRADE 11 • Acquiring Information**

<table>
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<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
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<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

- **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?
  - Huutiqsi?=k? (Are you learning?)
  - Hiix’atmis ?iš. (I had problems.)

**Nuuc^aan† 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
<table>
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<th><strong>Prescribed Learning Outcomes</strong></th>
<th><strong>Suggested Instructional Strategies</strong></th>
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<td><em>It is expected that students will:</em></td>
<td></td>
</tr>
<tr>
<td>• view, listen to, and read authentic creative works in Nuučaan̓ȗt</td>
<td>At this age, students are generally more receptive to experiencing creative works from a broader range of genres, time periods, and Nuučaan̓ȗt regions. Students’ developing language skills allow them to appreciate these creative works and their cultural contexts more fully.</td>
</tr>
<tr>
<td>• reflect on and respond to creative works in oral, visual and written forms</td>
<td>• Show students a video or presentation on Nuučaan̓ȗt 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.</td>
</tr>
<tr>
<td>• demonstrate comprehension of the main idea and details of a Nuučaan̓ȗt story</td>
<td>• As a class, have students listen to two songs (one contemporary and one traditional) from a Nuučaan̓ȗt 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.</td>
</tr>
<tr>
<td>• identify and reflect on lessons learned from moral stories</td>
<td>• 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.</td>
</tr>
<tr>
<td>• recognize storytelling techniques used for effectiveness of presentation</td>
<td>• Invite students to listen to Nuučaan̓ȗt 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.</td>
</tr>
<tr>
<td>• retell a traditional story, orally or in writing</td>
<td>• Present a folk tale, legend, or modern Nuučaan̓ȗt story, but do not provide the ending. Challenge students to write or act out possible endings.</td>
</tr>
</tbody>
</table>
**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 Nučaan̓ut 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?
  - ḥaqic̓e̓ʔ i̓m ḥa hə̓sə̓ʔatqəʔ? (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.

- **Nučaan̓ut Elders and Speakers**
  - Print Materials:
    - Back to Basics: Family Unity: The Strength of a Nation
  - Videos:
    - First Nations: The Circle Unbroken – Video Series

Nučaan̓ut 5 to 12 • 55
### Prescribed Learning Outcomes

*It is expected that students will:*

- use Nuučaan̓ȗt 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 Nuučaan̓ȗt people to the world
- demonstrate an understanding of regalia used during celebrations and ceremonies
- demonstrate understanding and acknowledgement of Nuučaan̓ȗt dialects
- identify examples of implied or indirect language
- identify and explain the construction and purpose of puns and jokes

### Suggested Instructional Strategies

As students’ understanding of Nuučaan̓ȗt culture deepens, they will recognize how the Nuučaan̓ȗt and English languages and cultures influence one another. Through the study of Nuučaan̓ȗt culture and reflection on other cultures, most students at this level are enhancing their sensitivity toward other cultures as a whole.

- 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 Nuučaan̓ȗt region.
- Have students work in small groups to investigate similarities and differences among dialects within the Nuučaan̓ȗt 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’iidiš?aatx language and the Nuučaan̓ȗt dialects of Vancouver Island.
- Have students use the internet or other resources to find information on well-known Nuučaan̓ȗt 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 Nuučaan̓ȗt puns and jokes are constructed, and when and why they are made - e.g., audience involvement, gentle criticism.
**Grade 11 • Understanding Cultural Influences**

**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 Nuučaanu’t. 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 Nuučaanu’t
  - 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 Nuučaanu’t dialects, look for evidence that:
  - 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 Nuučaanu’t 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.

- **Nuučaanu’t Elders and Speakers**

  **Print Materials:**

  - HuupuKanum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs
  - wawaac’akw yaqwii%itq quu%as: The Sayings of our First People
**Prescribed Learning Outcomes**

*It is expected that students will:*

- 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

**Suggested Instructional Strategies**

*In Grade 12, students are expected to use their Nuučaanťut communication skills and strategies to cope in common situations, as well as in unexpected ones. Students should challenge themselves to speak only Nuučaanťut in class and seek out opportunities to hear and use Nuučaanťut outside the classroom.*

- 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., *mamuuq* *maćiis* *hawaą̱'uus* *kiškiis*. *(I'm going to go to work after school.)* *ʔućiškt* *ʔaqćiis* *ʔiθ* *ʔałiš* *ʔnu'q* *ʔuhtiks*. *(I'm going where I can learn more.)* 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 Nuučaanťut 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 Nuučaanťut (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 Nuučaanťut skills in out-of-school tasks. Have each pair submit an outline of the task and an assessment of their success.
In Grade 12, students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with Nučaan̓ut 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 Nučaan̓ut 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

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.

<table>
<thead>
<tr>
<th>Print Materials:</th>
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<tbody>
<tr>
<td>Nuu-Chah-Nulth Phrase Book and Dictionary - Barkley Sound Dialect</td>
</tr>
<tr>
<td>Our World – Our Ways: Taalaagsapa Cultural Dictionary</td>
</tr>
</tbody>
</table>
**Prescribed Learning Outcomes**

*It is expected that students will:*

- record, analyze and organize relevant information from Nuučaan̓uʔ 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

**Suggested Instructional Strategies**

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 Nuucaanut resources appropriately.

- 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 Nuučaan̓uʔ resources (e.g., brochures, articles, the internet) to find information about career opportunities for a Career Fair. Guest speakers who are fluent in Nuucaanut 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 Nuucaanut with headings: 'natiʔšaa hemč̓ik q’aʔapüčtiik (Job Description), 'n̓uutəʃ̓ii q’aʔapii mamumuk (Employment Opportunities), and q’aʔn̓ihətiik (Salary).

- Invite students to identify and use a variety of sources to research travel in the Nuucaanut 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 Nuucaanut region.

- Invite students to prepare a native plant album, with photographs or drawings of plants labelled with their Nuucaanut 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:
  - 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.
**Grade 12 • Acquiring Information**

<table>
<thead>
<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Nučaanút resources in their community and elsewhere (e.g., via the internet or correspondence).</td>
<td>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.</td>
</tr>
</tbody>
</table>

- As students present their research on the lives of Elders, look for evidence of:
  - clear communication of information in Nučaanút (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

<table>
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<tr>
<th>Nučaanút Elders and Speakers</th>
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<tbody>
<tr>
<td>Print Materials:</td>
</tr>
<tr>
<td>- The Heart of a Chief</td>
</tr>
<tr>
<td>- Keeper ‘n’ Me</td>
</tr>
<tr>
<td>- White Girl</td>
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<tr>
<td>- Yellow Line</td>
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<tr>
<td>- Nuu-chah-nulth Business Directory</td>
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<tr>
<td>- Nitinaht (Stealing Daylight)</td>
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<th>Web Resources:</th>
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<tr>
<td>- E-Flora BC: Electronic Atlas of the Plants of British Columbia</td>
</tr>
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<td>Prescribed Learning Outcomes</td>
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</table>
| • reflect on and respond to creative works in oral, visual and written forms | • 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:
  - questions they would like to ask the characters
  - a relevant connection to the work
  - what they would change if they had been the director
| • demonstrate an in-depth understanding of the main idea and details of a Nuučaañut story | • Have students work in pairs to find a contemporary Nuučaanuut 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. |
| • identify and discuss lessons learned from moral stories | • Invite Nuučaanuut artists to teach basic techniques in Nuučaanuut 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 Nuučaanuut communication skills to ask questions. After each artist’s visit, have the class discuss what they have learned. |
| • recognize and use storytelling techniques for effectiveness of presentation | • 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. |
| • retell a traditional narrative, orally or in writing | • Have students perform an extract from a play, speech, storytelling, or other oral presentation in Nuučaanuut, then each compose a press release, publicity material, or a review for it. |

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.

- 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:
  - 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 Nuučaanuut 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 Nuučaanuut artists to teach basic techniques in Nuučaanuut 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 Nuučaanuut 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 Nuučaanuut, 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**

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.

- When assessing students’ responses to a film, note the extent to which they:
  - 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:
  - 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 Nuucnunut regions, watch for evidence that they are increasing in:
  - 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:
  - 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:
  - 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

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**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.

**Print Materials:**
- Ha-Shilth-Sa Newspaper
- SAY Magazine

**Videos:**
- First Nations: The Circle Unbroken – Video Series
**Grade 12 • Understanding Cultural Influences**

<table>
<thead>
<tr>
<th>Prescribed Learning Outcomes</th>
<th>Suggested Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>It is expected that students will:</strong></td>
<td>Grade 12 students need opportunities in the classroom to examine Nuučaan̓ȗt culture in light of all their cultural experiences. By now they will be able to show some cultural awareness when communicating in Nuučaan̓ȗt.</td>
</tr>
<tr>
<td>• use positive language to create balance and make informed decisions</td>
<td>• 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.</td>
</tr>
<tr>
<td>• use Nuučaan̓ȗt to participate in traditional cultural activities and community events</td>
<td>• 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 Nuučaan̓ȗt communities, and incorporate humour where appropriate.</td>
</tr>
<tr>
<td>• use appropriate language, expressions, and registers (including formal, informal, and storytelling registers) in cultural contexts</td>
<td>• Challenge students to apply their Nuučaan̓ȗt 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.</td>
</tr>
<tr>
<td>• demonstrate understanding and acknowledgement of Nuučaan̓ȗt dialects</td>
<td>• 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.</td>
</tr>
<tr>
<td>• identify examples of implied or indirect language, and explain their purpose - e.g., hedging, avoidance</td>
<td>• Ask students to identify Nuučaan̓ȗt 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.</td>
</tr>
<tr>
<td>• demonstrate an understanding and appreciation of spontaneous humour in appropriate social situations</td>
<td>• Invite students work with an Elder or fluent speaker to study the impact of technology on the Nuučaan̓ȗt language, considering the development and construction of words for modern concepts and machines - e.g., uk’iít?í is maθákii, ‘refrigerator’. Then challenge students to build words for two new items or concepts, using Nuučaan̓ȗt word-parts. Students could then present their suggestions to Elders and try using the new words in conversation.</td>
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GRADE 12 • Understanding Cultural Influences

<table>
<thead>
<tr>
<th>SUGGESTED ASSESSMENT STRATEGIES</th>
<th>SUGGESTED LEARNING RESOURCES</th>
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<tbody>
<tr>
<td><strong>In Grade 12, the outcomes for cultural understanding emphasize awareness and sensitivity.</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>• When students discuss healthy decision-making, look for evidence that they:</td>
<td>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.</td>
</tr>
<tr>
<td>- listen actively and participate in the discussion</td>
<td><strong>Nučaan̓ut Elders and Speakers</strong></td>
</tr>
<tr>
<td>- show respect for cultural diversity</td>
<td><strong>Print Materials:</strong></td>
</tr>
<tr>
<td>- support their points of view with reasons and examples</td>
<td>• <em>Ha-Shilth-Sa Newspaper</em></td>
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<tr>
<td>- express their ideas clearly in Nučaan̓ut</td>
<td>• <em>SAY Magazine</em></td>
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<tr>
<td>• In self-assessing their speeches at community events, students should consider questions such as:</td>
<td><strong>Videos:</strong></td>
</tr>
<tr>
<td>- Did I use appropriate greetings and expressions of politeness?</td>
<td>• <em>First Nations: The Circle Unbroken – Video Series</em></td>
</tr>
<tr>
<td>- Did I convey my message clearly?</td>
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<tr>
<td>čamahtinah uhtik. (What I said was understood.)</td>
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<tr>
<td>- Was it sequenced in a logical order?</td>
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<tr>
<td>- Did I speak at a reasonable pace and volume, with appropriate intonation?</td>
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<tr>
<td>- Did audience members offer positive feedback after I spoke?</td>
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<tr>
<td>If possible, students should also ask a fluent speaker in the audience to assess their speeches.</td>
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<tr>
<td>• When students role-play hospital visits and other social situations, look for evidence that students:</td>
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<tr>
<td>- converse entirely in Nučaan̓ut</td>
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<tr>
<td>- exchange information relevant to the situation, using appropriate register</td>
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<tr>
<td>- demonstrate understanding of the varying sound systems of different Nučaan̓ut dialects</td>
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<tr>
<td>- attempt to incorporate humour where appropriate</td>
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<tr>
<td>- sustain the interaction by rephrasing, asking questions, or repeating phrases if needed</td>
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<tr>
<td>• Review students’ lists of idioms from time to time for evidence that the information is:</td>
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<tr>
<td>- accurate and complete</td>
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<tr>
<td>- interpreted appropriately</td>
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<tr>
<td>- presented clearly</td>
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Introductory Nučaänutf 11 is designed for students who may not have taken Nučaänutf 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in Nučaänutf 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 Nučaänutf 11 is designed to provide students with an equivalent preparation for Nučaänutf 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 Nučaänutf 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 Nučaänutf 11 curriculum includes a selection of example sentences in several Nučaänutf dialects. Teachers are reminded that these are simply examples, and encouraged to modify them to reflect local pronunciation, spelling conventions and usage.
It is expected that students will:

- recognize and pronounce Nuuc’aan’x 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., ṭaaksi’s hupii ḥahkuu yaaqtakqs. (Please help me with what I am working on.)
- make suggestions and requests
- read phrases, sentences, and connected messages
- participate in conversations that include past, present and future actions and events

It is important to develop language-learning opportunities that incorporate students’ interests and reflect meaningful situations. As students progress and gain confidence in their Nuuc’aan’x skills, they are expected to apply a growing range of language-learning strategies. Encourage students to begin to take risks with the language.

- 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.: ṭaaksi’s hidi qayac qiciiyk. (Please get three pencils.)
- 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., ḥa’mi’d ak’xi’s. (When I am hungry … I eat.) 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 Nuuc’aan’x, 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 Nuuc’aan’x community, or a city centre, place map flags or stickers identifying important locations - e.g., makuwit ‘store’, hatisuwit ‘swimming pool’, ha’awakuwit ‘restaurant’, wa’la’uwit ‘hotel’, kicuwit ‘school’. 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.
**INTRODUCTORY NUUC\-AAN\-U**

• **Communicating Orally**

<table>
<thead>
<tr>
<th><strong>SUGGESTED ASSESSMENT STRATEGIES</strong></th>
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<tbody>
<tr>
<td>Assessment should emphasize risk-taking and participation rather than correctness. To develop effective Nuucaanu- language skills, students need to focus on communicating an increasing range of information, beginning with their interests, experiences, and information needs.</td>
<td>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.</td>
</tr>
<tr>
<td>• When students exchange information in role-plays, look for evidence that they are able to: - make themselves understood - approximate Nuucaanu- pronunciation and intonation - complete activities using only Nuucaanu- - 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</td>
<td><strong>Elders and Speakers</strong></td>
</tr>
<tr>
<td>• When students give instructions for getting from once place to another on the map, note the extent to which they: - present complete information in Nuucaanu- - incorporate useful vocabulary, expressions, and language structures they have learned - show respect to their audience</td>
<td><strong>Print Materials:</strong></td>
</tr>
<tr>
<td>• 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</td>
<td>• <em>Huksaa, Nuucaanu- Counting Book</em></td>
</tr>
<tr>
<td>• 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 Nuucaanu- they will use in the class - new vocabulary or structures they will use</td>
<td>• <em>Nuucaanu- Alphabet &amp; Sounds They Make</em></td>
</tr>
<tr>
<td>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 Nuucaanu- as possible. - I use gestures or rephrase when others don’t understand me.</td>
<td>• <em>Nuu-Chah-Nulth Phrase Book and Dictionary</em> - <em>Barkley Sound Dialect</em></td>
</tr>
<tr>
<td>- I support others when they speak Nuucaanu-.</td>
<td>• <em>Our World – Our Ways: T-aat-aaqsapa Cultural Dictionary</em></td>
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</table>

**Print Materials:**

- *Huksaa, Nuucaanu Counting Book*
- *Nuucaanu Alphabet & Sounds They Make*
- *Nuucaanu Phonetic Alphabet*
- *Nuu-Chah-Nulth Phrase Book and Dictionary* - *Barkley Sound Dialect*
- *Our World – Our Ways: T\-aat\-aaqsapa Cultural Dictionary*
**Prescribed Learning Outcomes**

*It is expected that students will:*

- extract, record, and organize relevant information from Nuučaan̓ut̴ 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

<table>
<thead>
<tr>
<th>Suggested Instructional Strategies</th>
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<tr>
<td>Students are encouraged to use as many language-learning strategies as they can to extract key information from Nuučaan̓ut̴ 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.</td>
</tr>
</tbody>
</table>

- Have students work in groups to conduct opinion polls, using simple Nuučaan̓ut̴ 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 Nuučaan̓ut̴ foods - e.g. k'aqmis ‘herring eggs’ [ka'uk?im'at̴], using Nuučaan̓ut̴ throughout the presentation. Have students take notes, and then form small groups to research traditional foods using other Nuučaan̓ut̴ 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 Nuučaan̓ut̴ 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 Nuučaan̓ut̴ to compare notes and share words and phrases.
- Have students each identify and select a non-fiction piece in Nuučaan̓ut̴ 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., Nuučaan̓ut̴ and K’ak’akawak’ artwork, hunting and fishing camps, traditional resource gathering areas, First Nations’ and immigrant cultures’ celebrations), recording ideas, findings, and examples in Nuučaan̓ut̴. 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.
# Introductory Nuučaan̓uł • Acquiring Information

## Suggested Assessment Strategies

Students in Introductory Nuučaan̓uł require extensive practice and feedback in order to develop basic skills for gathering information in Nuučaan̓uł. 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 Nuučaan̓uł
  - 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 Nuučaan̓uł words and structures in understandable form
  - organize and sequence information appropriately

- As students work with a greater variety of Nuučaan̓uł 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

| Print Materials: | •  Back to Basics: Family Unity: The Strength of a Nation
•  Nitinaht (Stealing Daylight) |
| Videos: | •  T`inna - The Rendering of Wealth |

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.
**Prescribed Learning Outcomes**

*It is expected that students will:*

- view, listen to, and read authentic creative works from Nuuc*aan̓u> 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 Nuuc*aan̓u> story or song
- show a relevant connection to the problem faced by the main character in moral stories
- retell a traditional story orally

**Suggested Instructional Strategies**

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).

- Have students research examples of Nuuc*aan̓u> 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 Nuuc*aan̓u> 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 Nuuc*aan̓u> children’s stories and then complete one or more of the following assignments:
  - 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 Nuuc*aan̓u> 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 Nuuc*aan̓u> 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 Nuuc’aan’ul 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 Nuuc’aan’ul 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 Nuuc’aan’ul 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.

- **Nuuc’aan’ul Elders and Speakers**
  - *HuupuK’anum Tupaat - Out of the Mist: Treasures of the Nuu-Chah-Nulth Chiefs*
  - *Muušik, The Flood*
  - *Saasin Hitäinksik čixwatin Hummingbird Challenges Eagle*

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**Prescribed Learning Outcomes**

*It is expected that students will:*

- recognize and use expressions and compliments that encourage others
- use appropriate vocabulary and expressions to discuss family relationships and significant place names
- use Nučaan̓ut to participate in traditional cultural activities and games
- use appropriate register to interact with Elders or teachers
- distinguish similarities and differences between Nučaan̓ut 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 Nučaan̓ut and other languages have influenced each other

**Suggested Instructional Strategies**

*At this level, students are encouraged to participate in a variety of Nučaan̓ut cultural experiences. As their language abilities grow, students should be given frequent opportunities to interact in Nučaan̓ut in order to practice using appropriate communication conventions.*

- Provide opportunities for students to participate in traditional cultural activities - e.g., singing, drumming, dancing, traditional games such as *lahal*. As students help prepare for a potlatch or cultural feast in the community, ask them to observe fluent Nučaan̓ut 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 Nučaan̓ut customs with those of other Aboriginal cultures in British Columbia and Canada.
- Create a Nučaan̓ut Hall of Fame. Students research and nominate candidates from Nučaan̓ut 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 Nučaan̓ut Hall of Fame.
- Introduce students to words and phrases which mark gender in Nučaan̓ut. Students could practice introducing themselves using the suffixes *-sup* / *-aqsup* and *-ath* - e.g.,
  
  
  *I am from the Huu-ay-aht Nation.*
  
  *Hu?ay*athin. (We are from the Huu-ay-aht Nation.)

- Have students brainstorm lists of Nučaan̓ut words used in English (e.g., *potlatch, tyee*), and English words used in Nučaan̓ut (e.g., *šūk’a ‘sugar’ [*??ihatis’ath]*). Students could also consider blended words, which have one Nučaan̓ut part and one English part (e.g., English *saltchuck ‘salt water’, Nučaan̓ut *kiiksüt’ak ‘cake mix’ [*??ihatis’ath]*). These words may be found in authentic materials read or heard in class, or outside of class. Discuss Nučaan̓ut’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 Nuučaan̓utl, 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 Nuučaan̓utl 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 Nuučaan̓utl words, names, and place names

- When students investigate and report on historic or well-known Nuučaan̓utl people, discuss assessment criteria before they begin their projects. Encourage students to use Nuučaan̓utl 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 Nuučaan̓utl peoples
  - offers some insights and thoughtful speculation

- When students create lists of words used in both Nuučaan̓utl 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 / ƛ̓aahuus'at̓ čaam).  

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**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.

**Nuučaan̓utl Elders and Speakers**

**Print Materials:**

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