

Mi'kmaw

INTERMEDIATE Language

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First Nation Perspectives

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http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

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Introduction

Background

Mi'kmaq continue to see the danger of extinction of their language as one of the most critical problems facing them today. Since the 1950s, there has been a decline in the number of people who speak Mi'kmaw language. The power of the English language has greatly influenced the diminishment of the language almost to extinction. Mi'kmaw language has undergone changes like any other language, but the major change occurred when formal public education became predominate with English as the primary language of instruction. Mi'kmaq recognizes the need to reclaim and strengthen its language – in homes, communities, and in schools.

Language and culture are inseparable. Therefore the revitalization, preservation, and maintenance of a language are necessary conditions for the survival of a culture. Language is essential to the understanding of unique Mi'kmaq cultural perspectives.

A curriculum that encourages Mi'kmaw language programming through Mi'kmaq perspectives clearly encompasses the wisdom of Mi'kmaq voices. It is the tool that enables learners to explore and experience Aboriginal cultures and the perspectives embedded in the language.

Language carries within it the spirit, culture, history, and philosophy of a people; it reveals how they think and how they view the world. In short, language both defines and reflects the particular attitudes and values of a people. Language, moreover, is the principal means by which culture is preserved and transmitted from one generation to another. Mi'kmaq are concerned that their language and culture are being lost. Many of the younger generation can no longer speak or understand their ancestral language. The establishment of Mi'kmaw language programs in New Brunswick high schools is therefore an important step towards reclaiming Mi'kmaw language and culture.

The Intermediate Mi'kmaw language program for New Brunswick high schools has been designed to deliver a dynamic and challenging curriculum that builds on language acquired in the Introductory level course. It has been developed to provide: (a) a general understanding of the nature and function of language, which will continue to serve as the basis for the development of Mi'kmaw language skills; (b) a foundation of language knowledge and skills in the Mi'kmaw language under study that will enable students to communicate in the Mi'kmaw language; and (c) an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

The ultimate goal of the Mi'kmaw language program is to inspire Mi'kmaq students to be proud of their ancestral language and to motivate them to use it to communicate in their daily lives – to use it, in other words, as a living language that is part of a living culture.

Mi'kmaw language program is not intended exclusively for First Nation students from Mi'kmaq communities. The program is open to all First Nation and non-First Nation students who want to learn the Mi'kmaw language and develop a better understanding of the Mi'kmaq culture.

Please note that this curriculum and accompanying lessons use the Francis and Leavitt orthography. It is understood that some communities may have individual variations and teachers are encouraged to adapt this curriculum to reflect the community they serve.

Purpose

This curriculum is intended for use in language programming in which the Mi'kmaw language is taught as a separate subject. Programming will focus on providing language content relevant to developing speakers within the community and beyond. Fluent Mi'kmaq from the community can support and enrich the language and cultural learning experiences of the students.

Use of this curriculum will promote knowledge of Mi'kmaw language and cultures in New Brunswick. The learning outcomes identified in this curriculum are based on the assumption that language will be taught through normal daily interactions and related where possible to relevant cultural events.

This document sets out the minimum expectations that students enrolled in Mi'kmaw language programs are required to achieve in an intermediate course. The language elements are introduced according to the appropriate progression of learning Mi'kmaw language, thus permitting a steady growth of knowledge and skills.

The learning experiences in the curriculum provide a focus and direction for student learning outcomes that will standardize expectations regarding the teaching of Mi'kmaw language in New Brunswick. This curriculum document defines the learning outcomes for the Mi'kmaw language and provides guidance on instructional methodology, classroom environment and assessment of student learning. This guide also contains detailed lessons of instruction and specific statements outlining what is expected of students. The intent is to support teachers in providing a consistency of learning outcomes regardless of varying language backgrounds and teaching experience.

The New Brunswick Mi'kmaw language Intermediate Level curriculum document is also intended to support administrators who are responsible for organizing the implementation of Mi'kmaw language programming within their schools.

The Aims of Mi'kmaw Language Program

The principal aims of the Mi'kmaw language program – the development of language skills and the development of cultural awareness – are inseparable. Cultures vary in the way they view different aspects of life as well as in the ways in which they express ideas and feelings about these aspects of life. Learning a language, therefore, involves discovering a culture's distinctive forms of expression. Mi'kmaw language program develops an understanding of the nature of language, essential communication skills in Mi'kmaw language, and an appreciation of Mi'kmaq culture.

The program is not designed to make students fully bilingual; rather, the program offers students the opportunity to develop a fundamental command of Mi'kmaw language that can be expanded through further study or through contact with other speakers of the

language. The program allows students to develop their language skills and improve their use of language through study, practice, and communication.

Students are given learning opportunities that will allow them to develop their language skills in all three areas of language use – oral communication, reading, and writing. Students will thus have opportunities to listen to various forms of oral communication and to understand ideas and concepts expressed in Mi'kmaw language under study; to talk about their experiences and to express their thoughts and feelings with clarity and confidence; to read written materials in Mi'kmaw language, including its literature, with growing proficiency; and to write in the language using a Mi'kmaw language writing system.

Mi'kmaw Language in New Brunswick

This document supports the teaching and learning strategies and necessary resources to offer an *Intermediate level* high school course in Mi'kmaw language. The outcomes are developed with support of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

Mi'kmaw Language Programming

Implementation of Mi'kmaw language curricula in New Brunswick schools will depend on the learner population and the needs of the school and the community. The value of learning a Mi'kmaw language includes:

- Increasing an awareness of and sensitivity to cultural and linguistic diversity in New Brunswick;
- Enhancing the role of the language in the home and community, especially for Mi'kmaq learners, but also for non-First Nation learners who have connections to Mi'kmaq;
- Learning first language strengthens the acquisition of a second language; and
- Having pride in your first language serves to support pride in yourself.

There are also personal reasons for learning Mi'kmaw language or for parents enrolling their children in Mi'kmaw language programming at school or in the community.

Mi'kmaq learners may be interested in opportunities to:

- seek balance in their lives based on their personal needs, cultural experiences, and cultural knowledge and understanding;
- benefit from a broader range of educational, career, and personal development;
- revitalize, preserve, and maintain contact with a First Nation language and culture; and
- communicate directly with Mi'kmaq speakers in the home and in the community and to gain deeper insight into the Mi'kmaq culture.

Ultimately, Mi'kmaw language programming would address the language depletion and/or loss experienced by many Mi'kmaq.

Assumptions

The following assumptions are based on a Mi'kmaq perspective and linguistic perspective that guided the development of this curriculum document.

Assumptions from a Mi'kmaq Perspective

- Language is a gift from our Creator.
- Mi'kmaw language is an oral language that is continually evolving.
- Mi'kmaw language is increasingly being learned and taught through reading and writing, whereas in the past, it was passed on predominantly through oral tradition.
- Mi'kmaw language encompasses and reflects a way of life.
- Mi'kmaw language is an important part of Canada's heritage, particularly in New Brunswick.
- Elders are the keepers of knowledge, and it is their guidance that Mi'kmaq seek as they strive for balance in their relationships with our Creator, the natural world, other people, and themselves.
- Language and culture are inseparable.
- Language will be taught using Mi'kmaq cultural perspectives.
- Mi'kmaw language can be learned.
- All learners can be successful learners of Mi'kmaw language, although they will learn in a variety of ways and acquire competence at varied rates.
- Literacy is an important aspect of Mi'kmaw language learning.

Assumptions from a Linguistic Perspective

- Language is one of the main instruments for transmitting culture from one generation to another.
- Learners are curious about language.
- Language and culture are inseparable, and effective communication requires knowledge of both.
- Learning a new language provides important insights into various aspects of a culture.
- Knowledge of an additional language enhances an individual's opportunities for self-expression, for intercultural communication, and for a variety of other purposes.

Principles of Effective Language Learning

The following are some general principles of effective language learning identified in the research focused on additional language learning and acquisition. These principles inform this curriculum.

Language Learning and Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the specific culture alone is not sufficient. Cultures change over time. Minority cultures exist within the dominant culture in any society. If learners develop the

skills to analyze, understand, and relate to any culture with which they may come into contact, they will be prepared for encounters with new cultural practices.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammatical structures, vocabulary themes, or language functions.

- The principle focus of classroom activities is on communication while learning about a content area (e.g., Talking Circle) or carrying out a project (e.g., creating a scrapbook).
- Specific language skills are taught when learners notice they need certain vocabulary, structures, or functions to carry out the task they have chosen to do.
- When language learning has a purpose, learners are more highly motivated.

Focus on Interaction

Learners learn languages more effectively when they have ample opportunities to learn in groups on tasks they have chosen, tasks that require them to negotiate meaning with other learners or with Elders/community people.

- For learners negotiating meaning involves learning to make themselves understood and to understand others.
- If learning experiences are structured in this way, learners have more practice time, are engaged in tasks that reflect their interests, and are using the language in situations that more closely resemble those relevant to the culture or those outside school settings.

Focus on Language Learning Strategies

Successful language learners use a number of strategies that help make their learning more effective.

- These *language-learning strategies* are often categorized as *cognitive, metacognitive, social, and affective*.
- Cognitive: [consciously organizing learning] Examples are previewing texts, making connections to personal experiences; completing a graphic organizer.
- Metacognitive; [purposefully monitoring thinking] Examples are clarifying purposes for learning; self-questioning; matching thinking and problem-solving strategies.
- Social/Affective: [learning enhanced through interaction] Examples include asking for clarification when confused, group discussions, and cooperative learning.
- Communication strategies or *language use strategies* are an important component of *communicative competence*. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning, if learners are to engage in communicative activities before they have extensive knowledge of the language.
- Not all learners acquire these strategies on their own. Most will benefit from explicit classroom instruction regarding language learning and language use strategies, when provided alongside instruction on the language itself.

- Once learners are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experience into what we already know and have experienced. Learners do this most effectively through active engagement with tasks that are meaningful to them, using actual tools in authentic contexts. For this reason, the content and tasks around which learning activities are structured should reflect learners' experiences. For example, if learners are involved with and are interested in a particular game, a task can be chosen that links with the game. The learning activities will build on the learners' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Learners will come to their language learning with different prior knowledge, even if they have similar cultural and socio-economic backgrounds. Classroom activities that offer choice and flexibility allow each learner to make meaningful connections and to be actively involved in constructing their own learning.

Transferring Knowledge of a Language

In addition to having knowledge about content, learners will come to their Mi'kmaw language class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to the new language. Initially, their first language may also be a source of interference, as learners try to apply generalizations that are valid for their dominant language to the new language. Learners benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, and discourse. They may also transfer language learning and language use strategies from one language context to another.

References:

** Learning to Read and Write: What Research Reveals: National Association for the Education of Young Children (NAEYC) [www.readingrockets.org [good on-line brief overview]

** <http://linguistlist.org/ask-ling/lang-acq.cfm>: Good source of language development.

** Bainbridge, Carol. How Do Children Learn Language? [Updated May 28, 2014] http://giftedkids.about.com/od/gifted101/a/language_learning.htm

Curriculum Outcomes

Definitions:

Essential Graduation Competencies for Intermediate Mi'kmaw Language

The Competencies provide the framework for curriculum outcomes. Curriculum outcomes articulate what students are expected to know, value, and be able to do.

General Curriculum Outcomes

General curriculum outcomes are organized under the headings of *Understanding: Listening, Reading; Speaking: Spoken Interaction, Spoken Production; Writing: Producing Text and Language Development*. Although the statements of learning outcomes are listed separately, it is important to note that these language processes are interrelated and are best developed as interdependent processes.

Specific Curriculum Outcomes

Specific curriculum outcomes identify what students are expected to know and be able to do at the end of a particular module. There are also predetermined vocabulary items stated within the specific curriculum outcomes for Mi'kmaw language.

Curriculum Outcomes for Intermediate Mi'kmaw Language

General Curriculum Outcomes

Students will continue to use the Aboriginal language within structured contexts.

The Language Competences will help students to develop knowledge of the language and the ability to use that knowledge to produce texts appropriate to the situations in which they are used. Language competence is best developed in the context of learning activities or tasks where the language is used for real purposes, in other words, in practical applications.

As previously stated, although the outcomes are presented separately, they are interrelated and interdependent. The organization of the General Learning Outcomes will facilitate teacher planning of student achievement within the Specific Curriculum Outcomes (SCOs). *Communicative teaching* makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

In the teaching and learning of Mi'kmaw language, a strong focus continues to be placed on listening and speaking to validate and honour *oral tradition* and *keepers of*

knowledge. Viewing and representing validate Mi'kmaq learning preferences of observation and application. Reading and writing are more contemporary approaches to revitalizing, preserving, and building Aboriginal languages.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and very basic phrases related to the topics being studied.

GCO 2.0: Reading

I can understand familiar names, words and simple sentences for example on notices and posters.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say.

GCO 4.0: Spoken Production

I can use simple phrases and sentences to present information that has been rehearsed.

GCO 5.0: Writing

I can write short, simple messages, and follow writing patterns.

Word Knowledge: Language Development

It is important to acknowledge the uniqueness of the First Nation languages under study. Learners must be guided to explore ways in which an Aboriginal language is organized: phonology (pronunciation, stress and intonation), lexicon (vocabulary words and phrases, grammatical elements (syntax and morphology) and orthography (spelling and mechanical conventions). More specifically the importance of animate and inanimate as related to basic language development skills.

Instructional Environment

Organizing for Instruction

In Mi'kmaw language, the instructional process is founded on the following principles:

- Communication is the focus of the program.
- Students develop the ability to communicate by engaging in meaningful, interactive experiences.
- Meaningful experiences will include many and varied media for language learning (art, music, poetry, literature, film, theatre).
- Curriculum outcomes determine instruction and assessment.
- Content is organized around experiences, themes and activities that are relevant to the learners.
- The classroom is learner-centered: learner needs, abilities and interests provide a starting point for instruction.
- Instruction is planned to be sequential, providing for a gradual increase in students' skills, and allowing for the meaningful use of language skills gained through previous use. Instruction will follow a project-based approach.
- Mi'kmaw language is used, for instruction and general communication.
- Long-term, medium-term and daily planning by the teacher is essential.

The organization of the classroom can enhance student motivation and learning. Each Mi'kmaw language classroom needs an area to display student work (e.g. alphabet, phonics chart, word walls, projects, posters and photos for each theme). A listening center in the classroom is also an asset, especially for multi-grade classrooms. It is appropriate to provide students with opportunities for independent work related to the themes studied. Student access to Mi'kmaw language resources reinforces participation and supports communication. A display area fosters cultural awareness through presentations of postcards, maps, calendars, photos and other authentic items. Communication is also helped by flexible seating plans and grouping arrangements.

Technology in Instruction

In Mi'kmaw language program, computer technologies may be used to enhance the learning environment in the areas of communication, professional development, global communication, authentic peer linkages, and resources. As students begin to read and write in Mi'kmaw language, they may wish to use electronic formats to communicate with other students or language speakers in their community. Students may also use word processing, presentation software and graphics to complete and present projects.

Technology also provides access to reference materials. Websites are a source of current authentic information for teachers and students. The teacher can access relevant sites and arrange for students to have online virtual visits. For example, students may tour websites of other schools, make virtual cultural visits to sites such as museums and visit theme-related areas around the world.

Principles guiding the use of technology are the same as those for other resources and activities:

- Outcomes and themes determine the task.
- Resources should be appropriate for the task and for the age and ability of the student.
- Teachers may need to adapt resources to meet the needs of the learner.
- Clear instructions should be given.

At the end of the task, especially when it involves a new resource or process, the teacher and students should reflect on what has been accomplished.

Planning of the Program

The Mi'kmaw and Wolastoqey Latuwewakon curriculum emphasizes the continued development of language skills through oral communication. The intermediate level as in the "Introductory level", requires that teachers continue to plan their programs so that classroom instruction focuses on listening and speaking skills. In addition in this next phase, all four language skills are being developed, and an increased amount of time is spent on reading and writing. Oral communication, however, should remain an important focus through all stages. Learning activities must include an appropriate balance of the skills of oral communication, reading, and writing in each stage, and the evaluation of student achievement must reflect the emphasis in the curriculum on the development of oral communication skills.

Special attention is given in the curriculum to the Mi'kmaq and Wolastoqey oral tradition. With the help of Mi'kmaq and Wolastoqi speakers from the community, teachers should plan learning experiences that will allow students to listen to and retell traditional Mi'kmaq and Wolastoqey stories, legends, and histories, and to sing traditional songs. Aspects of Mi'kmaq and Wolastoqey culture and philosophy should be integrated in language learning activities throughout so that students may have opportunities to see Mi'kmaq and Wolastoqey culture and values as an integral part of the language they are studying.

Because of its focus on oral communication, the Mi'kmaw and Wolastoqey Latuwewakon program will continue to be delivered through the use of the communicative method of language teaching, which aims to teach language in a way that allows learners to use it in everyday life. This approach focuses on the communicative aspect of language and emphasizes the use of language in the classroom in relevant contexts and for relevant purposes. The Mi'kmaw and Wolastoqey Latuwewakon should therefore be the language of communication in the language

class. Normal interaction in the classroom will provide students with natural opportunities to speak in Mi'kmaw language and to hear the language spoken. It will also give them opportunities to use the vocabulary and language structures they are taught in a variety of purposeful contexts, and to apply what they have learned in order to express what they want to say.

Effective communication depends on accuracy and clarity of expression. Therefore, grammatical accuracy is emphasized in the Intermediate Mi'kmaw language curriculum, and it is expected that correct form will be taught and practised in the classroom. The aim of the Mi'kmaw and Wolastoqey Latuwewakon program is to develop language skills in contexts that students will see as useful and relevant. Mi'kmaw and Wolastoqey Latuwewakon teachers should provide activities and assignments that are interesting and meaningful to students. Interviews, oral presentations, dramatizations and simulations, dialogues, and cooperative games are examples of effective communication activities. Frequent opportunities to interact with Mi'kmaq and Wolastoqi speakers will not only reinforce the relevance of language learning for students, but will also allow them to develop an awareness of the richness and idiosyncrasies of the language and to appreciate its subtleties. Students should also have numerous opportunities to interact with one another both on a one-to-one basis and in small- and large-group activities. Whenever possible, students should also take advantage of the resources of electronic technology in developing the four language skills.

Universal Design for Learning

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports Universal Design for Learning for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- Multiple means of representation provide diverse learners options for acquiring information and knowledge
- Multiple means of action and expression provide learners options for demonstrating what they know
- Multiple means of engagement tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on Universal Design for Learning, view online information at <http://www.cast.org> /.

First Nation Language Programs for Exceptional Students

In planning programs for exceptional students, teachers must take into account the students' strengths and needs, learning expectations, accommodations, and methods for reviewing progress as outlined in the IEP. It is important that teachers provide appropriate instruction, activities, and assignments, as well as resources, strategies, and settings that will help exceptional students achieve their learning expectations. Using the most appropriate methods and providing the most appropriate materials may involve making changes in the teaching approaches – Universal design for Learning (UDL). Changes must also be made in some assessment and evaluation procedures. For example, exceptional students may need to be given additional time to complete assignments or tests; they may need to do tests orally or in forms that combine a variety of methods and media; and they may need more guidance regarding what is expected in a particular assignment or test than would normally be given.

Assessing and Evaluating Student Learning

Assessment and Evaluation

Assessment is the systematic process of gathering information on students' learning and performance. Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments and/or decisions about student achievement and progress. Both assessment and evaluation information provide essential information to students, teachers, parents and administrators.

In Mi'kmaw language program, assessment and evaluation practices should be based on the following considerations:

Assessment and Evaluation are Integral Parts of the Learning Process

Assessment tasks should reflect the outcomes of the program and the types of learning activities in regular use in the classroom. In the initial weeks of the program, the primary focus is on oral comprehension and oral production. As the course progresses and basic phonemic awareness and vocabulary is built, students will be required to use language in oral and written forms more independently. Consequently, this same balance needs to be maintained in evaluation.

Assessment and Evaluation should be Planned and Ongoing

Students should know when, how, and on what criteria they are being evaluated; the evaluation plan should be communicated to students and parents at the beginning of the year. Students may play a role in evaluation (peer evaluation of group work, self-evaluation, and suggestions for items to be evaluated). Evaluation should be flexible enough to account for student progress over the course of the course but structured enough to provide a clear picture of student's progress.

Assessment and Evaluation should have Formative and Summative Components

Formative assessment should inform instruction and be used to provide feedback to students that is precise, clear and directly related to the task. Summative evaluation involves making a judgment based on gathered data. To obtain a complete picture of student learning, a variety of assessment/evaluation techniques should be used. Reporting must reflect school and district requirements.

Rubrics and Other Scoring Tools

Rubrics give clear performance criteria and are used for scoring or rating student work. Rubrics can be either holistic or analytic and provide criteria for the quality of student work. Holistic rubrics provide a general list of criteria; analytic rubrics give more specific criteria. The use of rubrics benefits teachers, students and parents. For teachers, it leads to greater consistency and accuracy in assessment. Students benefit when they receive specific feedback on each of the criteria for the task. Parents may closely monitor student progress.

Scoring tools range from simple to complex in design. For example, checklists, rating scales, and scoring grids can be used to provide some feedback.

Students can be taught to effectively design and use various rubrics and scoring tools so that can self-assess their own work, or that of their peers.

NOTES:

- Rubrics must be focused on meaning and communication, not solely on grammatical or lexical items.
- Teachers need to clarify the descriptors in each rubric and share examples of what they consider quality work.
- Students maintain their own portfolios by keeping assignments from each module.
- Portfolios can be used during a final exit conference.
- Regular conferences should be held with students to discuss their progress, products and process.

Achievement Levels

The achievement chart that follows identifies five categories of knowledge and skills in Mi'kmaw and Wolastoqey Latuwewakon: listening, reading, spoken interaction, spoken production and writing.

The chart provides a brief description of some examples of the achievement at level A1 and A2. As all learners develop their language skills at different paces, students will demonstrate a range of movement from A1 to A2 levels throughout the modules. Teachers must ensure that students acquire the A2 Level of competency in order to successfully complete this intermediate course.

These elements are interrelated in instruction and are developed using guided instruction practices. The principles of guided instruction are:

- Teachers 'chunk' information into manageable amounts. Tools such as concept maps, word webs, and graphic organizers provide students with schemas that they can use to organize information.
- This break down into smaller learning units requires that the teachers select those elements of the task that are initially beyond the learner's capability.
- The teacher provides time with independent and peer practice so that students gradually gain competence on those elements. One way to think of scaffolding is to imagine a young child learning to ride a tricycle. Then the child rides a bicycle with training wheels. The adult running along the side is another scaffold, until the training wheels are removed and the child is able to balance on her/his own.
- The scaffolding of language learning provides support, as the students are able to achieve independent use. The challenge that face teachers is how to determine when to remove the scaffold, so that as students practice these 'chunks' either independently or with peers, they gradually develop independent use.

	General Curriculum Outcome	Level A1	Level A2
Understanding	1.0 Listening	I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. myself, my family, my health, my home, colours, animals, shopping, clothing, basic actions, locations, questions and directions). I can catch the main point in short, clear, simple messages and announcements.
	GCO 2: Reading	I can understand familiar names, words and very simple sentences for example on notices and posters	I can read very short, simple texts. I can find specific, predictable information in simple everyday material related to the topics being studied. Such as pattern stories and dialogues.
Speaking	GCO 3: Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	GCO 4: Spoken Production	I can use simple phrases and sentences to describe where I live, people I know, and my likes and dislikes.	I can use a series of phrases and sentences to describe in simple terms myself, my family and what is happening. Using the 4W's to identify (who, what, where and when).
Writing	GCO 5: Writing	I can write short, simple messages, for example holiday greetings, children's stories, or posters.	I can write short, simple stories and dialogues based on patterns using the 4W's and simple question response methods.

NOTE: At the end of each module, assessment tools for each of the five GCO's have been included for your use with students. Assessment tools must be provided and reviewed with students at the start of the module. A complete listing of assignments for all modules can be located at the end of the document as well as the required scoring for the summative course grade.

The following seven modules are divided in six sections using the five GCO's and a section on language development. Although suggested and supplementary activities are provided for each separately the intent is to integrate the GCO's. During any teaching period we have lessons that include listening, speaking, reading and writing throughout. The intent is not to follow in a linear fashion. Teachers are required to plan a two-week block for each module.

Module 1: Creating Family Stories

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Create a storyboard that shows the following:
Who the person is;
What the person is doing;
Where the person is;
When this is happening.
- Present the storyboard using 4 statements and 4 questions selecting from the 7 kinship terms, 5 location terms, 5 action terms, and 2 time indicators in the present tense.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and basic phrases related to family stories.

GCO 2.0: Reading

I can understand and read familiar names, words and sentences related to family stories.

SPEAKING

GCO 3.0: Spoken Interaction

I can share a family story using the 4 W's.

GCO 4.0: Spoken Production

I can present a storyboard using the 4 W's and required vocabulary terms for each.

WRITING

GCO 5.0: Writing

I can write short, simple messages using the 4 W's on a storyboard.

Required Content:

Questions: (present tense)		
1	Wen net u't?	Who is this?
2	Tami eyk u't?	Where is s/he?
3	Tal-lukwet?	What is s/he doing?
4	Ta'nuk?	When (present)?
Statements:		
1	Nekm _____.	S/he is my (family member).
2	_____ eyk _____.	My (family member) is at/on (location).
3	_____	My (family member) is (action).
4	nike'	now (present tense).

Use the table below for the responses to the above questions.

Responses to question 1 – statement 1	
Nekm nukumij.	She is my grandmother.
Nekm nniskamij.	He is my grandfather.
Nekm nkij.	She is my mother.
Nekm nujj.	He is my father.
Nekm nmis.	She is my older sister.
Nekm nkwe'ji'j.	She is my younger sister.
Nekm nsis.	He is my older brother.
Nekm njiknam.	He is my younger brother.
Nekm nsukwis.	She is my aunt.
Nekm nklamuksis.	He is my uncle.
Nekm ntus.	She is my daughter.
Nekm nkwis.	He is my son.
Nekm nsim.	She is my niece.
Nekm nuluks	He is my nephew.
Nekm no'kmaw	S/he is my cousin.
Responses to question 2 – statement 2	
Nukumij eyk wikuaq.	My grandmother is at her house.
Nniskamij eyk ika'taqniktuk.	My grandfather is in the garden.
Nsukwis eyk makasank.	My aunt is at the store.
Nklamuksis eyk sipuiktuk.	My uncle is on/at the river.
Ntus eyk kina'matimkewo'kuomk.	My daughter is in/at school.
Responses to question 3 – statement 3	
Nukumij etl-wissukuategket.	My grandmother is cooking.
Nniskamij etl-kiljet.	My grandfather is reading.
Nsukwis etlatalak.	My aunt is eating.
Ntus etli-amalkat.	My daughter is dancing.
Nklamuksis etl-samqwat.	My uncle is drinking.
Responses to question 4 – statement 4	
Nike' nukumij etl-wissukuategket wikuaq.	Now my grandmother is cooking at her house.
Nike' nniskamij etl-kiljet ika'taqniktuk.	Now my grandfather is reading in the garden.
Nike' nsukwis etlatalak makasank.	Now my aunt is eating at the store.
Nike' ntus etli-amalkat kina'matimkewo'kuomk.	Now my daughter is dancing at the school.
Nike' nklamuksis etl-samkwat pitewey sipuiktuk.	Now my uncle is drinking tea at the river.

Vocabulary:

Kinship			
ni'n (mine)		ki'l (your)	
nukumij	my grandmother	kukumij	your grandmother
nniskamij	my grandfather	kniskamij	your grandfather
nkij	my mother	kkij	your mother
nujj	my father	kujj	your father
nmis	my older sister	kmis	your older sister
nkwe'ji'j	my younger sister	kkwe'ji'j	your younger sister
nsis	my older brother	ksis	your older brother
njiknam	my younger brother	kjiknam	your younger brother
nsukwis	my aunt	ksukwis	your aunt
nklamuksis	my uncle	kklamuksis	your uncle
ntus	my daughter	ktus	your daughter
nsim	my niece	ksim	your niece
nkwis	my son	kkwis	your son
nuluks	my nephew	kuluks	your nephew
no'kmaw	my cousin/my (any) family member	ko'kmaw	your cousin/your (any) family member

Location terms (locatives)	
wikuag	at/in/by the his/her home
makasank	at/in/by the store
kina'matimkewo'kuomk	at/in/by the school
ika'taqniktuk	at/in/by the garden
sipuiktuk	at/in/on/by the river

Action terms (3 rd person)					
nike'	api-	naji-	now (present)	past	future
etlatak	apatakkip	natataltew	s/he is eating	s/he was eating	s/he is going to eat
etl-wissukuateket	api-wissukuatekepp	naji-wissukuateketew	s/he is cooking	s/he was cooking	s/he is going to cook
etl-kiljet	api-kiljepp	naji-kiljetew	s/he is reading	s/he was reading	s/he is going to read
etli-amalkat	api-amalkapp	naji-amalkatew	s/he is dancing	s/he was dancing	s/he is going to dance
etl-samqwat	api-samqwapp	naji-samqwatew	s/he is drinking	s/he was drinking	s/he is going to drink

Grammar Break- For the simple past present and future use	
api	to indicate past
etli	to indicate present
naji	to indicate future

Time Indicators	
nike'	now
kiskuk	today; during the course of a day
wlaku	yesterday
sapo'nuk	tomorrow

Seasons				
Season	Translation	Past tense	Future tense	Translation
toqwa'q	fall	toqwa'qekk	toqwa'qal	in the fall
kesik	winter	kesikekk	kesikal	in the winter
siwkw	spring	siwkwekk	siwkwal	in the spring
nipk	summer	nipkekk	nipkal	in the summer

Storyboard – Sample Activity (Present)

Wen net u't? (Who is this?)	Tami eyk u't? (Where is s/he?)	Tal-lukwet? (What is s/he doing?)	Ta'nuk? (When? - present)
Nsukwis (My aunt (mother's sister) <i>(Insert Picture)</i>)	Ika'taqniktuk (At/in the garden) <i>(Insert Picture)</i>	Etli-amalkat. (S/he is dancing.) <i>(Insert Picture)</i>	Nike' (now) <i>(Insert Picture)</i>

Supplementary

Questions: (past tense) - Supplementary		
1	Wen net u't?	Who is this?
2	Tami eykiss?	Where was s/he?
3	Tai-lukwess?	What did s/he do?
4	Ta'nek?	When (past)?
Statements:		
1	Nekm _____.	S/he is my (family member).
2	_____ eykip _____.	My (family member) was at/on (location).
3	_____.	My (family member) was (action).
4	_____.	My (family member) was (action) at/on (location) (time indicator).
Use the table below for the responses to the above questions.		

Responses to question 1 – statement 1	
Nekm nukumij.	She is my grandmother.
Nekm nniskamij.	He is my grandfather.
Nekm nkij.	She is my mother.
Nekm nujj.	He is my father.
Nekm nmis.	She is my older sister.
Nekm nkwe'ji'j.	She is my younger sister.
Nekm nsis.	He is my older brother.
Nekm njiknam.	He is my younger brother.
Nekm nsukwis.	She is my aunt.
Nekm nklamuksis.	He is my uncle.
Nekm ntus.	She is my daughter.
Nekm nkwis.	He is my son.
Nekm nsim.	She is my niece.
Nekm nuluks	He is my nephew.
Nekm no'kmaw	S/he is my cousin.
Responses to question 2 – statement 2	
Nukumij eykip wikuqaq.	My grandmother was at her house.
Nniskamij eykip ika'taqniktuk.	My grandfather was in the garden.
Nsukwis eykip makasank.	My aunt was at the store.
Nklamuksis eykip sipuiktuk.	My uncle was on/at the river.
Ntus eykip kina'matimkewo'kuomk.	My daughter was in/at school.
Responses to question 3 – statement 3	
Nukumij api -wissukuakepp.	My grandmother was cooking.
Nniskamij api -kiljepp.	My grandfather was reading.
Nsukwis apatakip .	My aunt was eating.
Ntus api -amalkapp.	My daughter was dancing.
Nklamuksis api -samqwapp.	My uncle was drinking.
Responses to question 4 – statement 4	
Wlaku nukumij api -wissukuakepp wikuqaq.	Yesterday my grandmother was cooking at her house.
Nipkekk nniskamij api -kiljepp ika'taqniktuk.	In the summer my grandfather was reading in the garden.
Wlaku nsukwis apatakip makasank.	Yesterday my aunt was eating at the store.
Toqwa'qekk ntus api -amalkapp kina'matimkewo'kuomk.	In the fall my daughter was dancing at the school.
Siwkwekk nklamuksis api -samqwapp pitewey sipuiktuk.	In the spring my uncle was drinking tea at the river.

Questions: (future tense) - Supplementary		
1	Wen net u't?	Who is this?
2	Tami lietew?	Where is s/he going?
3	Tal-lukwetew?	What will s/he be doing?
4	Tale'tew?	When (future)?
Statements:		
1	Nekm _____.	S/he is my (family member).
2	_____ lietew _____.	My (family member) is going to (location).
3	_____.	My (family member) is going to be (action).
4	_____.	My (family member) is going to be (action) at/on (location) (time indicator).
Use the table below for the responses to the above questions.		
Responses to question 1 – statement 1		
Nekm nukumij.		She is my grandmother.
Nekm nniskamij.		He is my grandfather.
Nekm nkij.		She is my mother.
Nekm nujj.		He is my father.
Nekm nmis.		She is my older sister.
Nekm nkwe'ji'j.		She is my younger sister.
Nekm nsis.		He is my older brother.
Nekm njiknam.		He is my younger brother.
Nekm nsukwis.		She is my aunt.
Nekm nklamuksis.		He is my uncle.
Nekm ntus.		She is my daughter.
Nekm nkwis.		He is my son.
Nekm nsim.		She is my niece.
Nekm nuluks		He is my nephew.
Nekm no'kmaw		S/he is my cousin.
Responses to question 2 – statement 2		
Nukumij lietew wikuaq.		My grandmother is going to go at her house.
Nniskamij lietew ika'taqniktuk.		My grandfather is going to go in the garden.
Nsukwis lietew makasank.		My aunt is going to go to the store.
Nklamuksis lietew sipuiktuk.		My uncle is going to go on/at the river.
Ntus lietew kina'matimkewo'kuomk.		My daughter is going to go in/at school.
Responses to question 3 – statement 3		
Nukumij naji -wissukuatetekew.		My grandmother is going to go cook.
Nniskamij naji -kiljetew.		My grandfather is going to read.
Nsukwis natatalte w.		My aunt is going to eat.
Ntus naji -amalkatew.		My daughter is going to dance.
Nklamuksis naji -samqwatew.		My uncle is going to drink.
Responses to question 4 – statement 4		
Sapo'nuk nukumij naji -wissukuatetekew wikuaq.		Tomorrow my grandmother is going to cook at her house.
Nipkal nniskamij naji -kiljetew ika'taqniktuk.		In the summer my grandfather is going to read in the garden.
Sapo'nuk nsukwis natatalte w makasank.		Tomorrow my aunt is going to eat at the store.
Toqwa'kal ntus naji -amalkatew kina'matimkewo'kuomk.		In the fall my daughter is going to dance at the school.
Siwkwal nklamuksis naji -samqwatew pitewey sipuiktuk.		In the spring my uncle is going to drink tea at the river.

GCO 1.0 Listening

Actively listens to a series of phrases in guided situations and uses verbal and body language to show comprehension. The teacher will introduce the words for female family and extended family. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual words. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

(A)

nukumij	my grandmother
nkij	my mother
nmis	my older sister
nkwe'ji'	my younger sister
nsukwis	my aunt
ntus	my daughter
nsim	my niece

Supplementary Content:

Teacher will introduce question forms in past and future tense.

Storyboard – Sample Activity in the Past

Wen net u't? (Who is this?)	Tami eykiss? (Where was s/he?)	Tal-lukwess? (What did s/he do?)	Ta'nek? (When? past)
Nsukwis (My aunt - mother's sister) <i>(Insert Picture)</i>	Mawio'mi (At/in the Pow wow) <i>(Insert Picture)</i>	Api-amalkapp. (S/he was dancing.) <i>(Insert Picture)</i>	Nipkekk (in the summer) <i>(Insert Picture)</i>

Storyboard – Sample Activity in the Future

Wen net u't? (Who is this?)	Tami lietew? (Where is s/he going?)	Tal-lukwetew? (What will s/he be doing?)	Tale'tew? (When? future)
Nsukwis - My aunt (mother's sister) <i>(Insert Picture)</i>	Mawio'mi (At the Pow wow) <i>(Insert Picture)</i>	Naji-amalkatew. (He/She is going to dance.) <i>(Insert Picture)</i>	Siwkwai (In the spring) <i>(Insert Picture)</i>

Supplementary

Sample *Wh*-interrogative Sentences (Who, What, When and Where)

Wen net u't?	Who is this?
Tal-lukwemk?	What is going on?
Ta'n net	When?
Tami tett?	Where?

Sample interrogative Sentences with responses

Past Tense		
Q:	Wen net u't?	Who is this?
R:	Nekm na nkij.	She is my mother.
Q:	Tal-lukwess kkij?	What was your mother doing?
R:	Api-amalkapp nkij.	My mother was dancing.
Q:	Ta'n net api-amalkass?	When did she go dancing?
R:	Api-amalkapp wlaku.	She was dancing yesterday.
Q:	Tami tett api-amalkass?	Where did she go dancing?
R:	Api-amalkapp Mawio'mi.	She danced at the Powwow.

Present Tense		
Q:	Wen net u't?	Who is this?
R:	Nekm na nkij.	She is my mother.
Q:	Tal-lukwet kkij?	What is your mother doing?
R:	Etli-amalkat nkij.	My mother is dancing.
Q:	Ta'nuk?	When?
R:	Nike' etli-amalkat nkij.	My mother is dancing now.
Q:	Tami tett?	Where?
R:	Nike' etli-amalkat nkij Mawio'mi.	My mother is dancing at the Powwow right now.

Future Tense		
Q:	Wen net u't?	Who is this?
R:	Nekm na nkij.	She is my mother.
Q:	Tal-lukwetew kkij?	What will your mother be doing?
R:	Nkij naji-amalkatew.	My mother will go dancing.
Q:	Ta'nuk naji-amalkatew?	When will she go dancing?
R:	Naji-amalkatew sapo'nuk	She will go dancing tomorrow.
Q:	Tami lietew naji-amalkatew?	Where will she go dancing?
R:	Naji-amalkatew Mawio'mi.	She will be dancing at the Powwow.

GCO 2.0 Reading

Comprehends and interprets a series of simple sentences. Students will read the family stories created in the writing activity. (See GCO. 5.0 Writing)

GCO 3.0 Spoken Interaction

Produces a series of simple sentences. Use vocabulary section (A)
Assign partners, team up students and have them practice answering the 4W's. (See GCO. 5.0 Writing)

GCO 4.0 Spoken Production

Produces a series of simple sentences for an audience using the 4W's. Practice the sentences developed in the writing section with a partner using all three tenses.

GCO 5.0 Writing

Produces simple sentences to develop a family story answering the 4W's in a story map format. Students can illustrate or include photos in the story map.

Nekm nukumij.	She is my grandmother.
Nukumij eyk wikuqa.	My grandmother is at her house.
Nukumij etl-wissukuatket.	My grandmother is cooking.
Nike' nukumij etl-wissukuatket wikuqa.	Now my grandmother is cooking at her house.

Supplementary:

(past, present and future tenses)

Etl-amalkat mawio'mi.	S/he is dancing at the Powwow.
Amalkap wlatu mawio'mi.	S/he danced yesterday at the Powwow.
Amalkatew sapo'nuk mawio'mi.	S/he is going to dance tomorrow at the Powwow.

GCO 6.0 Language Development – Supplementary

Word Knowledge and Usage

Identify the use of plural forms. Teach students the proper use of plurals. After teacher repeats the written questions and responses, team up students to go over the plural forms.

Identify the use of plurals

The teacher will introduce the use of plurals related to family - adding the **-k** or **-q** makes it plural

Kinship	mine	your
grandfather(s)	nniskamij/nmi'ta'taem(k),	kniskamij/kmi'ta'taem(k)
grandmother(s)	nukumij(k)	kukumij(k)
younger brother(s)	njiknam(k)	kjiknam(k)
older brother(s)	nsis(k)	ksis(k)
uncle (s)	nklamuksis(k)	kklamuksis(k)
father	nujj	kujj
son(s)	nkwis(k)	kkwis(k)
daughter(s)	ntus(k)	ktus(k)
niece(s)	nsim(k)	ksim(k)
nephew(s)	nuluks(k)	kuluks(k)
cousin(s)	no'kmaw(q)	ko'kmaw(q)

Module 1: Family Storyboard [Degrees of difference among criteria are underlined.]

	Meets Expectations	Exceeds Expectations								
Pronunciation	<p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <table border="1" data-bbox="412 436 1052 567"> <tr> <td>Wen net u't?</td> <td>Who is this?</td> </tr> <tr> <td>Tami eyk?</td> <td>Where is s/he?</td> </tr> <tr> <td>Tal-lukwet?</td> <td>What is s/he doing?</td> </tr> <tr> <td>Ta'nuk?</td> <td>When? (present)</td> </tr> </table>	Wen net u't?	Who is this?	Tami eyk?	Where is s/he?	Tal-lukwet?	What is s/he doing?	Ta'nuk?	When? (present)	<p>In addition to the <i>Meets Expectations</i> criteria, the work:</p> <p><u>Correctly</u> and <u>appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery</u>.</p>
	Wen net u't?	Who is this?								
Tami eyk?	Where is s/he?									
Tal-lukwet?	What is s/he doing?									
Ta'nuk?	When? (present)									
	3-4 marks	5 marks								
Written	<p>The written script <u>accurately</u> uses the correct spelling for all vocabulary</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work: Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.</p>								
		3-4 marks	5 marks							
Presentation	<p>Includes all elements to introduce their family story to the class.</p> <p>The images support the text.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work:</p> <p>The speaker looks <u>confidently</u> at the audience.</p>								
		3-4 marks	5 marks							

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Module 2: Intro to Home

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Draw or build a model home with labels for the 5 main rooms and 2 items per room
- Answer 2 questions:
Where is/are the _____? and
What is in the _____?
using the 15 required vocabulary words.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and basic phrases related to the home.

GCO 2.0: Reading

I can understand and read familiar names, words and sentences related to the home.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact with others in structured dialogues that I have created related to the home.

GCO 4.0: Spoken Production

I can present a model that I have created about the home. (ie. Posters, 3-D models, digital)

WRITING

GCO 5.0: Writing

I can label places and objects in the home.

Required Content:

Questions:		
1	Koqwey etek _____?	What is in the (location - room)?
2a	Tami etek _____?	Where is the (object)? (inanimate – sing.)
2b	Tami eyk ___?	Where is the (object)? (animate – sing.)
3a	Tami etekl _____?	Where are the (objects)? (inanimate – pl.)
3b	Tami eykik _____?	Where are the (objects)? (animate – pl.)
Statements:		
2a	_____ etek _____.	The (object) is in the (location). (inanimate – sing.)
2b	_____ eyk _____.	The (object) is in the (location). (animate – sing.)
3a	_____ etekl _____.	The (objects) are in the (location). (inanimate – pl.)
3b	_____ eykik _____.	The (objects) are in the (location). (animate – pl.)

Use the tables below for the responses to the above questions.

Vocabulary:

Locatives (where something is - locations)	
wissukuamkewo' kuomk	in/at/by the kitchen
etlatalultimkewo' kuomk	in/at/by the dining room
npo'qno' kuomk	in/at/by the bedroom
mawkopia'timkewo' kuomk	in/at/by the living room
mi'jano' kuomk	in/at/by the bathroom

Nouns (plural forms are supplementary)		
Singular form	*Plural form	
wissukuamkewo'kuom	wissukuamkewo'kuoml	kitchen(s)
etlatalultimkewo'kuom	etlatalultimkewo'kuoml	dining room(s)
npo'qno'kuom	npo'qno'kuoml	bedroom(s)
mawkopia'timkewo'kuom	mawkopia'timkewo'kuoml	living room(s)
mi'jano'kuom	mi'jano'kuoml	bathroom(s)
ankapmkewey	ankapmkewe'l	television(s)
pittaqawey kutputi	pittaqawe'l kutputi'l	couch(es)
epikasikua'sutio'q	epikasikua'sutio'qik	bathroom sink(s)
ki'saqne'j	ki'saqne'jk	stove(s)
npo'qn	npo'qnn	bed(s)
kutputi	kutputi'l	chair(s)
plu'jaqamati	plu'jaqamati'l	mirror(s)
mikuite'tmuikewey	mikuite'tmuikewe'l	computer(s)
teka'tekete'wj	teka'tekete'wjik	refrigerator(s)
patawti	patawti'l	table(s)

Note: The easiest way to distinguish animate and inanimate nouns is by their plural forms. Animate plural nouns *end* in **-k or -q**, and inanimate plural nouns *end* in **-l or -n**.

Responses to question 1 (plural forms are supplementary)	
Ki'saqne'j eyk wissukuamkewo' kuomk .	There is a stove in the kitchen.
Teka'tekete'wj eyk wissukuamkewo' kuomk .	There is a refrigerator in the kitchen.
Epikasikua'sutio'q eyk mi'jano' kuomk .	There is a sink in the bathroom.
Plu'jaqamati etek mi'jano' kuomk .	There is a mirror in the bathroom.
Ankapmkewey etek mawkopia'timkewo' kuomk .	There is a television in the living room.
Pittaqawey kutputi etek mawkopia'timkewo' kuomk .	There is a couch in the living room.
Npo'qn aqq mikuite'tmuikewey etekl npo'qno' kuomk .	There is a bed and a computer in the bedroom.
Patawti'l aqq kutputi'l etekl etlatalultimkewo' kuomk .	There are tables and chairs in the dining room.
Epikasikua'sutio'qik eykik mi'jano' kuomk .	There are sinks in the bathroom.
Responses for question 2a - statement 2a (inanimate – sing.)	
Npo'qn etek npo'qno'kuomk.	The bed is in the bedroom.
Mikuite'tmuikewey etek npo'qno'kuomk.	The computer is in the bedroom.
Pittaqawey kutputi etek mawkopia'timkewo'kuomk.	The couch is in the living room.
Ankapmkewey etek mawkopia'timkewo'kuomk.	The television is in the living room.
Plu'jaqamati etek mi'jano'kuomk.	The mirror is in the bathroom.
Patawti etek etlatalultimkewo'kuomk.	The table is in the dining room.
Kutputi etek etlatalultimkewo'kuomk.	The chair is in the dining room.
Responses to question 2b – statement 2b (animate-sing.)	
Ki'saqne'j epit wissukuamkewo'kuomk.	The stove is in the kitchen.
Epikasikua'sutio'q epit mi'jano'kuomk.	The sink is in the bathroom.
Teka'tekete'wj epit wissukuamkewo'kuomk.	The refrigerator is in the kitchen.

Responses to question 3a – statement 3a (inanimate – plural) supplementary	
Npo'qnn etekl npo'qno'kuomk.	The beds are in the bedroom.
Mikuite'tmuikewe'l etekl npo'qno'kuomk.	The computers are in the bedroom.
Pittaqaawe'l kutputi'l etekl mawkopia'timkewo'kuomk.	The couches are in the living room.
Ankaptmkewe'l etekl mawkopia'timkewo'kuomk.	The televisions are in the living room.
Plu'jaqamati'l etekl mi'jano'kuomk.	The mirrors are in the bathroom.
Patawti'l etekl etlatalultimkewo'kuomk.	The tables are in the dining room.
Kutputi'l etekl etlatalultimkewo'kuomk.	The chairs are in the dining room.
Responses to question 3b – statement 3b (animate – plural) supplementary	
Ki'saqne'jk eykik wissukuamkewo'kuomk.	The stoves are in the kitchen.
Epikasikua'sutio'qik eykik mi'jano'kuomk.	The sinks are in the bathroom.
Teka'tekete'wjik eykik wissukuamkewo'kuomk.	The refrigerators are in the kitchen.

Model House – Sample

npo'qno'kuom (bedroom)	mawkopia'timkew o'kuom (living room)	mi'jano'kuom (bathroom)	wissukuamkewo' kuom (kitchen)	etlatalultimkewo'ku om (dining room)
npo'qn (bed)	ankaptmkewey (television)	epikasikua'sutio'q (bathroom sink)	ki'saqne'j (stove)	patawti (table)
mikuite'tmuikewey (computer)	pittaqaaway kutputi (couch)	plu'jaqamati (mirror)	teka'tekete'wj (refrigerator)	kutputi (chair)
(insert picture)	(insert picture)	(insert picture)	(insert picture)	(insert picture)

GCO 1.0 Listening

Actively listens to a series of phrases in guided situations and uses verbal and body language to show comprehension. Teacher will introduce the words for the home using visuals and text. Reveal one term at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual words. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

(A)

wenji'kuom	house	ankaptmkewey	television
npo'qno'kuom	bedroom	pittaqaaway kutputi	couch
mawkopia'timkewo'kuom	living room	kutputi	chair
mi'jano'kuom	bathroom	patawti	table
wissukuamkewo'kuom	kitchen	ki'saqne'j	stove
etlatalultimkewo'kuom	dining room	teka'tekete'wj	refrigerator
mikuite'tmuikewey	computer	epikasikua'sutio'q	bathroom sink
npo'qn	bed	plu'jaqamati	mirror

Supplementary Vocabulary

tmsaqikn	wall/partition
lakka'p	cellar
a'se'k	the other/next room
lamikuom	inside a house / indoors
mtapsuno'kuom	closet/compartment
pukwatikn	roof
msaqtaqt	floor
l'kosuaqnn	set of stairs
mijjipjewey	food
eptaqno'kuom	cupboard
eptaqn	dish
etl-puktewe'mamk	fireplace
maqtaqte'mamkewey	phone
epi-lukualujik eptaqnk	kitchen sink (basin to wash dishes in)
ka'qn	door
tuopiti	window
wasoqnmamkewey	lamp

GCO 2.0 Reading

Comprehends and answers simple questions using the required vocabulary.

Koqowey etek _____?	What is in the _____?
Tami etek (etekl)/ eyk (eykik) _____?	Where is (are) the _____?

Note:

etek	it is there	inanimate singular
etekl	they are there	inanimate plural
eyk	s/he, it is there	animate singular
eykik	they are there	animate plural

GCO 3.0 Spoken Interaction

Introduces house by naming rooms and objects found in each room. After teacher repeats the written text, team up students to go over the vocabulary.

GCO 4.0 Spoken Production

Produces a series of simple sentences using required vocabulary. From the house project students will be asked to introduce rooms and objects by reading the written text under each photo or drawing.

GCO 5.0 Writing

Produces simple sentences in guided situations. Each student will be asked to draw an outline of a house on a bristle board or create a model and place objects in each room. All rooms and objects will be labelled. Students will answer the two questions using the model. (Where is the? What is in the?)

Koqowey etek _____?	What is in the _____?
Tami etek (etekl)/eyk (eykik) _____?	Where is (are) the _____?

GCO 6.0 Language Development – Supplementary

Locative nouns are those which occur only in locative forms (includes most place names).

The locative form is used to show that a noun is in a place (in, at, on, to - e.g. in the room, on the door, at the river, etc.)

Identify location words (locatives):

Locatives (where something is - locations)	
wissukuamkewo' kuomk	in/at/by the kitchen
etlatalultimkewo' kuomk	in/at/by the dining room
npo'qno' kuomk	in/at/by the bedroom
mawkopia'timkewo' kuomk	in/at/by the living room
mi'jano' kuomk	in/at/by the bathroom

Supplementary locatives:

wi'kk	at/in/by her/his house (dependent)
wenji'kuomiktuk	at the house
lamikuomk	inside the house
lakka'piktuk	in the cellar
ka'qniktuk	on the door
tuopitiktuk	on the window
l'kosuaqniktuk	on the stairs
msaqtaqtuk	on the floor
mtapsuno'kuomk	in the closet/compartment
pukwatikniktuk	on the roof
mikuite'tmuikeweyiktuk	in or on the computer

Identify the use of plurals.

wenji'kuom I	houses
kutputi' I	chairs
patawti' I	tables
mijipjewe' I	foods
eptaqno'kuom I	cupboards
eptaq n k	dishes
ankap t mkewe' I	televisions
maqtaqte'mamkewe' I	phones
epikasikua'sutio'q ik	bathroom sinks
plu'jaqamati' I	mirrors
mikuite'tmuikewe' I	computers
npo'q nn	beds
ka'q nn	doors
tuopiti' I	windows
wasoq n mamkewe' I	lamps

Module 2: Drawing of House and Oral Presentation [Questions/Answers]

	Meets Expectations	Exceeds Expectations												
Pronunciation/Presentation	<p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <table border="1"> <tr> <td>Tami etek ____?</td> <td>Where is the ____?</td> </tr> <tr> <td>epikasikua'sutio'q</td> <td>bathroom sink</td> </tr> <tr> <td>plu'jaqamati</td> <td>mirror</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Koqowey etek ____?</td> <td>What is in the ____?</td> </tr> <tr> <td>mi'jano'kuomk</td> <td>bathroom</td> </tr> </table>	Tami etek ____?	Where is the ____?	epikasikua'sutio'q	bathroom sink	plu'jaqamati	mirror			Koqowey etek ____?	What is in the ____?	mi'jano'kuomk	bathroom	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p><u>Correctly and appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently clear and accurate</u>, with a <u>smooth and natural delivery</u>.</p> <p>The speaker looks <u>confidently</u> at the audience.</p>
	Tami etek ____?	Where is the ____?												
epikasikua'sutio'q	bathroom sink													
plu'jaqamati	mirror													
Koqowey etek ____?	What is in the ____?													
mi'jano'kuomk	bathroom													
	3-4 marks	5 marks												
Visuals	<p>The model is <u>attractively</u> designed and includes the required vocabulary. All words are <u>correctly</u> written, <u>very neat</u> and <u>all</u> words are legible.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work: Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.</p>												
		3-4 marks	5 marks											

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Supporting the Language Suggestion: Self-Assessment.

How comfortable are you with reading and speaking this vocabulary? One of the best ways to learn is to teach others. Could you teach others? Is there a family member [s] who might want to learn to read and speak Mi'kmaw language? Can you teach a few key words?

Try this: Label the rooms and furniture in your home. Help family members learn to use these. Share your success with your teacher.

Module 3: Interactions – Dialogue

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Have a telephone conversation about a shopping trip with a friend that includes where and when you plan to meet as well as what you want to buy using Mi'kmaw names.
- Use 4 statements and 4 questions in the telephone conversation.
- Use the telephone conversation to create a comic strip.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and basic phrases related to shopping.

GCO 2.0: Reading

I can understand and read familiar names, words and sentences related to shopping.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact with others in structured dialogue that I have created related to shopping.

GCO 4.0: Spoken Production

I can present dialogues and other materials that I have created related to shopping.

WRITING

GCO 5.0: Writing

I can write short, simple messages related to shopping.

Required Content:

Questions:		
1	Ketu' naji-wja'teken?	Do you want to go shopping?
2	Koqowey ketu' pkwatelmn?	What do you want to buy?
3	Tami?	Where?
4	Ta'nuk?	When? (present/future)
Statements:		
1a	Ketu' pkwatelm _____.	I want to buy a _____. (inanimate – sing.)
1b	Ketu' pkwatelaq _____.	I want to buy a _____. (animate – sing.)
1c	Ketu' pkwatelmann _____.	I want to buy _____. (inanimate – pl.)
1d	Ketu' pkwatelaqik _____.	I want to buy _____. (animate – pl.)
Use the tables below for the responses to the above questions.		

Vocabulary:

Kwe'	Hello
Nmu'ltes.	I'll see you.
E'e	Yes
Moqwa'	No

Location (locative)	
makasank	to/at the mall/store

Time Indicators	
eksitpu'nuk	in the morning
miawla'kwek	in the afternoon
wela'kw	in the evening

Mi'kmaw Proper Names	
Ma'li	Mary/Marie
Malklit	Margaret
Sapet	Elizabeth
Ta'pit	David
Pie'l	Peter/Pierre
Mise'l	Michael

Responses for statement 1a (inanimate – sing.)	
Ketu' pkwatelm a'kusn.	I want to buy a hat.
Ketu' pkwatelm makkot.	I want to buy a dress.
Responses for statement 1b (animate – sing.)	
Ketu' pkwatelaq wskwitkwan.	I want to buy a coat.
Ketu' pkwatelaq atla'y.	I want to buy a shirt.
Ketu' pkwatelaq kespisun.	I want to buy a belt.
Responses to statement 1c (inanimate-pl.)	
Ketu' pkwatelmann pita'qawe'l.	I want to buy pants.
Responses to statement 1d (animate – pl.)	
Ketu' pkwatelaqik mkisnk.	I want to buy shoes.
Ketu' pkwatelaqik pijjaqnk.	I want to buy mittens.
Ketu' pkwatelaqik atla'yk.	I want to buy shirts.

Sample Activity:

Ta'pit:	Kwe' Ma'li.	Hello Mary.
Ma'li:	Kwe' Ta'pit.	Hello David.
Ta'pit:	Ketu' naji-wja'teken?	Do you want to go shopping?
Ma'li:	E'e, tami?	Yes. Where?
Ta'pit:	Makasank.	To/At the store (mall).
Ma'li:	Ta'nuk?	When?
Ta'pit:	Eksitpu'nuk.	In the morning.
Ma'li:	Koqowey ketu' pkwatelmn?	What do you want to buy?
Ta'pit:	Ketu' pkwatelm a'kusn.	I want to buy a hat.
	Koqowey ketu' pkwatelmn?	What do you want to buy?
Ma'li:	Ketu' pkwatelaqik mkisnk.	I want to buy shoes.
Ta'pit:	Nmu'ltes eksitpu'nuk.	I'll see you in the morning.
Ma'li:	E'e, nmu'ltes eksitpu'nuk.	Yes, I'll see you in the morning.

Supplementary Content:

Pie'l:	Ketu' tal-lukwen nike'?	What do you want to do now?
Sapet:	Ketu' liey ankapmkewo'kuomk aqq ketu' naji-mijji na'tami.	I want to see a movie and I want to eat somewhere.
Pie'l:	Wen pekisulisk?	Who brought you here?
Sapet:	Nkij pekisulit.	My mother brought me.
Pie'l:	Wen elma'lisk?	Who is taking you home?
Sapet:	Nujj elma'lit. Katu ki'l'?	My father is taking me home. What about you?
Pie'l:	Nklamuksis elma'lit.	My uncle is taking me home.

GCO 1.0 Listening

Actively listens to a series of phrases in guided situations and uses verbal and body language to show comprehension using the required content. Teacher will introduce the words for specific dialogues. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual words. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

GCO 2.0 Reading

Comprehends and interprets a series of simple sentences. Students can read a dialogue and identify vocabulary related to a shopping trip.

GCO 3.0 Spoken Interaction

Practice a series of simple sentences in a dialogue about a shopping trip. (See Required Content)

GCO 4.0 Spoken Production

Produces a series of simple sentences for an audience related to the shopping trip.

GCO 5.0 Writing

Students will create a comic strip using the four questions and the appropriate responses.

GCO 6.0 Language Development

Share the following hint with students to support them in recognizing animate and inanimate in plural forms. Plural forms of inanimate articles of clothing end in **L or N** and plural forms of animate clothing end in **K or Q**

Clothing Object			1 st person possessed form		
singular	plural		singular	plural	
Inanimate					
a'kusn	a'kusnn	hat(s)	nta'kusn	nta'kusnn	my hat(s)
makkot	makkotl	dress(es)	nmakkotm	nmakkotml	my dress(es)
	pita'qawe'l	pants		npita'qaweyml	my pants

Clothing Object			1 st person possessed form		
singular	plural		singular	plural	
Animate					
kespisun	kespisunk	belt(s)	nkespisun m	nkespisunmk	my belt(s)
wskwitkwan	wskwitkwank	coat(s)	nskwitkwan m	nskwitkwanmk	my coat(s)
atla'y	atla'yk	shirt(s)	ntatla' ym	ntatla'yk	my shirt(s)
mkisn	mkisnk	shoe(s)	nmuksn	nmuksnk	my shoe(s)
pijjaqn	pijjaqnk	mitten(s)	ntipijjaqn	ntipijjaqnk	my mitten(s)
ma'kn	ma'knk	moccasin(s)	nma' knm	nma'knmk	my moccasin (s)

Note: The suffix “m” shows ownership.

Telephone Dialogue [Students will shift roles, taking turns being Speaker 1 and Speaker 2]

	Meets Expectations	Exceeds Expectations
Content/ Pronunciation	<p>The dialogue includes the required vocabulary.</p> <p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <p>See Sample Activity in the Required Section.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p><u>Correctly and appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery</u>.</p> <p>The speaker looks <u>confidently</u> at the audience.</p>
	3-4 marks	5 marks

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Module 4: Animals

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Tell a story about a trip through the forest that describes:
12 animals,
5 actions and
3 places.
- Create a picture book or Powerpoint using the identified vocabulary.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and basic phrases related to animals.

GCO 2.0: Reading

I can understand and read familiar names, words and sentences related to animals.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact with others through storytelling related to animals.

GCO 4.0: Spoken Production

I can present a story and other materials [ie. Posters] that I have created about animals.

WRITING

GCO 5.0: Writing

I can write short, simple messages about forest animals.

Required Content:

Questions:		
1	Wen nemi't?	Who do you see?
2	Koqowey nemitu'n?	What do you see?
3	Tal-lukwet?	What is s/he doing?
4	Tami?	Where?
Statements:		
1a	Nemi'k _____.	I see a _____ (animate – sing.)
1b	Nemi'kik _____.	I see _____ (animate – pl.)
2a	Nemitu _____.	I see a _____ (inanimate – sing..)
2b	Nemituann _____.	I see _____ (inanimate – pl.)
3	Nemi'k (action) (animal).	I see a _____ (animate – sing.)
4	Nemi'k (action) (animal) location.	I see a _____ (animate – sing.)

Use the tables below for the responses to the above questions.

Responses to question 1 - statement 1a (animate – sing.)	
Nemi'k muin.	I see a bear.
Nemi'k tia'm.	I see a moose.
Nemi'k atu'tuej.	I see a squirrel.
Nemi'k mikjikj.	I see a turtle.
Responses to questions 1 - statement 1b (animate – pl.) supplementary	
Nemi'kik muink.	I see bears.
Nemi'kik tia'muk.	I see moose.
Responses to questions 2 - statement 2a (inanimate-sing.) supplementary	
Nemitu kwitn.	I see a canoe.
Responses to question 2 - statement 2b (inanimate – pl.) supplementary	
Nemituann kwitnn.	I see canoes.
Nemituann ne'siskl kwitnn.	I see three canoes.
Responses to question 3 – statement 3 (animate – sing.)	
Nemi'k muin pemtukwi'k.	I see a bear running.
Nemi'k plamu pematijiet.	I see a salmon gliding along.
Nemi'k atu'tuej pemkopit.	I see a squirrel sitting.
Nemi'k kitpu pemaqsink.	I see an eagle flying.
Nemi'k ka'qakuj etlatak.	I see a crow eating.
Responses to question 4 – statement 4 (animate – sing.)	
Nemi'k muin pemtukwi'k nipuktuk.	I see a bear running in the woods.
Nemi'k plamu pematijiet samqwaniktuk.	I see a salmon gliding along in the water.

Note: In Mi'kmaw word order is very free, especially in one verb sentences.

Vocabulary:

Wi'sisk (Animals)		
Singular form	Plural form	
muin	muink	bear(s)
tia'm	tia'muk	moose
atu'tuej	atu'tuejk	squirrel(s)
mikjikj	mikjikjik	turtle(s)
sqolj	sqoljik	frog(s)
wowkwis	wowkwisk	fox(es)
wapus	wapusk	rabbit(s)
plamu	plamu'k	salmon
ka'qakuj	ka'qakujk	crow(s)
kitpu	kitpu'k	eagle(s)
kopjawej	kopjawejk	robin(s)
ku'ku'kwes	ku'ku'kwesk	owl(s)

Note: Plural forms are supplementary

Actions	
pemtukwi'k	is running
pematijiet	is gliding along
pemkopit	is sitting
pemaqsink	is flying along
etlatak	is eating

Places (locatives)	
nipuktuk	in the woods
musikiskituk	in the sky
samqwaniktuk	in the water

Supplementary Content:

Wi'sisk (Animals)

lentuk	deer
amaljikwej	raccoon
mte'skm	snake
te'sipow	horse
atoqwa'su	trout
tities	blue jay
pqajue'wj	bobcat
ki'kwesu	muskrat
kopit	beaver

Actions

nepat	s/he is sleeping
pemlika't	s/he walks along
elisink	s/he is lying down
pemapekit	s/he crawls
alkosuet	s/he climbs

Places

kmu'jiktuk	in a tree
lamikuomk	inside a house
lame'k	in the ground
musikiskituk	up high, up above, in sky

GCO 1.0 Listening

Actively listens to a series of phrases in guided situations and uses verbal and body language to show comprehension. The teacher will introduce the required vocabulary related to forest animals. Reveal one term at a time slowly and clearly using visuals and text. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual words. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

GCO 2.0 Reading

Comprehends and interprets a series of simple sentences. Students can identify the animal, the place and the action in written text.

GCO 3.0 Spoken Interaction

Practices a series of simple sentences. Have students practice the text by asking each other questions and answering using the animal, the place and the action.

Wen nemi't?	Who do you see?
Tal-lukwet?	What is s/he doing?
Tami?	Where?

GCO 4.0 Spoken Production

Produces a series of simple sentences for an audience. Have students read the text created to another student, the class or to younger students.

GCO 5.0 Writing

Students will create a picture book or PowerPoint using the required vocabulary related to forest animals.

GCO 6.0 Language Development

Introduce the plural form for each of the required forest animals.

Note that “**k**” or “**q**” is added as these are animate forms.

muink	bears
tia'muk	moose
atu'tuejk	squirrels
mikjikjik	turtles
sqoljik	frogs
wowkwisk	foxes
wapusk	rabbits
plamu'k	salmon
ka'qakujk	crows
kitpu'k	eagles
kopjawejk	robins
ku'ku'kwesk	owls

Module 4: Animal Story and Oral Presentation

	Meets Expectations	Exceeds Expectations										
Pronunciation/Presentation [Script/Power Point or other visual]	<p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <p>Use 12 animals, 5 actions and 3 places.</p> <table border="1"> <tr> <td>Wen nemi't?</td> <td>Who do you see?</td> </tr> <tr> <td>Tal-lukwet?</td> <td>What is s/he doing?</td> </tr> <tr> <td>Tami?</td> <td>Where? (Use before each sentence.)</td> </tr> <tr> <td>Nemi'k muin pemtukwi'k nipuktuk.</td> <td>I see the bear running in the woods.</td> </tr> <tr> <td>Nemi'k plamu pematijiet samqwaniktuk.</td> <td>I see a salmon gliding along in the water.</td> </tr> </table>	Wen nemi't?	Who do you see?	Tal-lukwet?	What is s/he doing?	Tami?	Where? (Use before each sentence.)	Nemi'k muin pemtukwi'k nipuktuk.	I see the bear running in the woods.	Nemi'k plamu pematijiet samqwaniktuk.	I see a salmon gliding along in the water.	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p><u>Correctly and appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently clear and accurate</u>, with a <u>smooth and natural delivery</u>.</p> <p>The speaker looks <u>confidently</u> at the audience.</p>
	Wen nemi't?	Who do you see?										
Tal-lukwet?	What is s/he doing?											
Tami?	Where? (Use before each sentence.)											
Nemi'k muin pemtukwi'k nipuktuk.	I see the bear running in the woods.											
Nemi'k plamu pematijiet samqwaniktuk.	I see a salmon gliding along in the water.											
	3-4 marks	5 marks										
Visuals	<p>The visual is <u>attractively</u> designed and includes the required vocabulary. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work: Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.</p>										
		3-4 marks	5 marks									

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation

Module 5: Interactions – Questions and Directions

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Label 13 visuals with the correct question or direction.
- Ask and answer 5 simple questions and follow 8 basic directions using vocabulary from previous modules.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and basic phrases related to everyday questions and directions.

GCO 2.0: Reading

I can understand familiar names, words and sentences related to everyday questions and directions.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact with others in structured conversations related to everyday questions and directions.

GCO 4.0: Spoken Production

I can ask and answer simple questions related to daily needs.

WRITING

GCO 5.0: Writing

I can write short, simple texts related to everyday questions and directions.

Required Content:

Questions:		
1	Kisi-naji aqua'sites?	May I go to the bathroom?
2	Kisi-mijjites?	May I have something to eat?
3	Kisi-wissukuattes na't koqowey?	May I cook something?
4	Kisi-wije'wltesk?	May I go with you?
5	Kisi-wekettes maqtaqte'mamkewey?	May I use the phone?
Responses for questions above:		
1	E'e	Yes
2	Moqwa'	No
Directions:		
1a	Pija'l _____.	Put (inside) the (object) (locative). (animate)
1b	Pija'tu _____.	Put (inside) the (object) (locative). (inanimate)
2a	Ke'kwa'l _____.	Put (on top) the (object) (locative). (animate)
2b	Ke'kwa'tu _____.	Put (on top) the (object) (locative). (inanimate)
3a	Jukwa'l _____.	Bring the _____ (animate)
3b	Jukwa'tu _____.	Bring the _____ (inanimate)
Use the tables below to complete the directions above		

Statements for direction 1a (animate) <i>The object makes this animate.</i>	
Pija'l <i>mlakej</i> teka'tekete'wjiktuk.	Put the <i>milk</i> inside the refrigerator.
Pija'l <i>tapatat</i> kisaqne'jiktuk.	Put the <i>potato</i> inside the stove.
Statements for direction 1b (inanimate) <i>The object makes this inanimate.</i>	
Pija'tu <i>plamuey</i> kisaqne'jiktuk.	Put the <i>salmon meat</i> inside the stove.
Pija'tu <i>wenju'su'n</i> teka'tekete'wjiktuk.	Put the <i>apple</i> inside the refrigerator.
Statements for direction 2a (animate) <i>The object makes this animate.</i>	
Ke'kwa'l <i>mlakej</i> patawtiktuk.	Put the <i>milk</i> on top of the table.
Ke'kwa'l <i>tapatat</i> kisaqne'jiktuk.	Put the <i>potato</i> on top of the stove.
Statements for direction 2b (inanimate) <i>The object makes this inanimate.</i>	
Ke'kwa'tu <i>a'su'n</i> npo'qniktuk.	Put the <i>blanket</i> on top of the bed.
Ke'kwa'tu <i>nipite'kuney</i> patawtiktuk.	Put the <i>fork</i> on top of the table.
Statements for direction 3a (animate) <i>The object makes this animate.</i>	
Jukwa'l <i>mlakej</i> .	Bring the <i>milk</i> .
Jukwa'l <i>tapatat</i> .	Bring the <i>potato</i> .
Statements for direction 3b (inanimate) <i>The object makes this inanimate.</i>	
Jukwa'tu <i>kutputi</i> .	Bring the <i>chair</i> .
Jukwa'tu <i>wi'katikn</i> .	Bring the <i>book</i> .
Jukwa'tu <i>wenju'su'n</i> .	Bring the <i>apple</i> .

Vocabulary:

Positions			
Animate Singular	Animate Plural	Inanimate Singular	Inanimate Plural
pisit (s/he is there inside)	pisijik (they are there inside)	pitek (it is there inside)	Pitekl (they are there inside)
ke'kupit (s/he is there on top of)	ke'kupijik (they are there on top of)	ke'kutek (it is there on top of)	ke'kutekl (there are there on top of)
eyk lame'k (s/he is there under/inside)	eykik lame'k (they are there under/inside)	etek lame'k (it is there under/inside)	etekl lame'k (they are there under/inside)
eyk uttejk (s/he is there behind/ in the back)	eykik uttejk (they are there behind/ in the back)	etek uttejk (it is there behind/ in the back)	etekl uttejk (they are there behind/ in the back)
eyk ikantuk (s/he is there in front)	eykik ikantuk (they are there in front)	etek ikantuk (it is there in front)	etekl ikantuk (they are there in front)
eyk kikjiw (s/he is there next to)	eykik kikjiw (they are there next to)	etek kikjiw (it is there next to)	etekl kikjiw (they are there next to)

Locative form	
lakka'piktuk	in the cellar
l'kosuaqniktuk	on the stairs
msaqtaqtuk	on the floor
kutputiktuk	on the chair
a'su'niktuk	on the blanket
npo'qniktuk	on the bed
ka'qniktuk	on the door
tuopitiktuk	on the window
patawtiktuk	on the table

Sample Activities:**Flash Card Games**

Props or photos can be used for all 14 objects and three actions.

maqtaqte'mamkewey	mlakej	plamuey (salmon meat)	wenju'su'n
nipite'kune'l	a'su'n	wi'katikn	kutputi
npo'qn	teka'tekete'wj	ki'saqne'j	patawti
mi'jano'kuom	mijipjewey	wissukwamk	etlatak

Game 1**Instructions:**

1	The student selects a card.
2	The student reads the question.
3	The student checks the answer.
If the answer is YES	
4	The student will select the appropriate card.
If the answer is NO	
4	The student will sit down

Sample Cards:

Front of Card	Back of Card	Student Action
Kisi-naji aqua'sites?	E'e	Student selects the picture of a bathroom and hands it to the teacher.
Kisi-naji aqua'sites?	Moqwa'	Student returns to her/his seat without selecting another card.
Kisi-wekettes maqtaqte'mamkewey?	E'e	Student selects the picture of a phone and hands it to the teacher.
Kisi-wekettes maqtaqte'mamkewey?	Moqwa'	Student returns to her/his seat without selecting another card.

Game 2**Instructions:**

1	The teacher places pictures of objects around the classroom. ((e.g.): teka'tekete'wj, patawti, ki'saqne'j, mi'jano'kuom, etc.)
2	The teacher passes the student a card.
3	The student reads aloud the statement.
4	The student chooses a picture of the object referenced in the statement on the card.
5	The student follows the direction.

Sample card:

Front of Card	Student Action
Pija'l mlakej teka'tekete'wjiktuk.	The student picks a picture of milk and places the picture on a picture of a fridge.

Supplementary Content**Questions:**

1a	Tami etek _____ ?	Where is the (object)? (inanimate – sing.)
1b	Tami epit _____ ?	Where is the (object)? (animate – sing.)
2a	Tami etekl? _____ ?	Where are the (objects)? (inanimate – pl.)
2b	Tami epijik? _____ ?	Where are the (objects)? (animate – pl.)

Use the tables below to respond to the above questions

Responses to question 1a (inanimate – singular)	
Nipite'kuney ke'kutek patawtiktuk.	The fork is on top of the table.
Kutputi etek ikantuk patawtiktuk.	The chair is in front of the table.
A'su'n ke'kutek npo'qniktuk.	The blanket is on top of the bed.
Wi'katikn newktek patawtiktuk.	The book is underneath the table.
Wenju'su'n ke'kutek patawtiktuk.	The apple is on top of the table.
Responses to question 1b (animate – sing.)	
Mlakej pisit teka'tekete'wjiktuk.	The milk is inside the refrigerator.
Klitaw kikjiw epit kisaqne'jiktuk.	The raspberry is next to the stove.
Responses to question 2a (inanimate-pl.) <i>supplementary</i>	
Nipite'kune'l ke'kutekl patawtiktuk.	The forks are on top of the table.
Kutputi'l kikjiw etekl patawtiktuk.	The chairs are next to the table.
A'su'nl newktekl npo'qniktuk.	The blankets are underneath the bed.
Wi'katiknn ke'kutekl a'su'niktuk.	The books are on top of the blanket.
Responses to question 2b (animate – pl.) <i>supplementary</i>	
Mlakejk pisultijik teka'tekete'wjiktuk.	The milks are in the refrigerator.
Tapatat ke'kupijik ki'saqne'jiktuk	The potatoes are on top of the stove.

Note: *If this is the living salmon it is animate and the word is plamu – if it is referring to food the word would be Plamuey and it would be inanimate.)*

Animate Objects	
mlakej	milk
plamu	salmon (live)
tapatat	potato

Inanimate Objects	
wenju'su'n	apple
nipite'kuney	fork
kutputi	chair
lusknikn	fry bread
a'su'n	blanket
wi'katikn	book
patawti	table
plamuey	salmon meat

Directions/Imperatives:

Naqa'si aqq jiksite'n!	Stop and listen!
Menaqa	Quiet (from polite to demand)
Juku'lapa'si.	Look over here.
Kite'n wla.	Read this.

GCO 1.0 Listening

Actively listens to a series of phrases in guided situations and uses verbal and body language to show comprehension. Teacher will introduce the words for specific questions and directions using visuals where appropriate. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual words. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

GCO 2.0 Reading

Comprehends and interprets a series of simple questions and directions. See Required Content.

GCO 3.0 Spoken Interaction

Practices a series of simple questions and directions.

GCO 4.0 Spoken Production

Produces a series of simple questions and directions for an audience.

GCO 5.0 Writing

Students will label visuals [ie. flash cards] with appropriate questions and directions on front and back.

GCO 6.0 Language Development

Teach the following locatives. Note that the word ending could also identify the locative.

Locative form	
lakka'piktuk	in the cellar
l'kosuaqniktuk	on the stairs
msaqtaqtuk	on the floor
kutputiktuk	on the chair
a'su'niktuk	on the blanket
npo'qniktuk	on the bed
ka'qniktuk	on the door
tuopitiktuk	on the window
patawtiktuk	on the table

Positions			
Animate Singular	Animate Plural	Inanimate Singular	Inanimate Plural
pisit (s/he is there inside)	pisijik (they are there inside)	pitek (it is there inside)	Pitekl (they are there inside)
ke'kupit (s/he is there on top of)	ke'kupijik (they are there on top of)	ke'kutek (it is there on top of)	ke'kutekl (there are there on top of)
eyk lame'k (s/he is there under/inside)	eykik lame'k (they are there under/inside)	etek lame'k (it is there under/inside)	etekl lame'k (they are there under/ inside)
eyk uttejk (s/he is there behind/ in the back)	eykik uttejk (they are there behind/ in the back)	etek uttejk (it is there behind/ in the back)	etekl uttejk (they are there behind/ in the back)
eyk ikantuk (s/he is there in front)	eykik ikantuk (they are there in front)	etek ikantuk (it is there in front)	etekl ikantuk (they are there in front)
eyk kikjiw (s/he is there next to)	eykik kikjiw (they are there next to)	etek kikjiw (it is there next to)	etekl kikjiw (they are there next to)

Module 5: Create 13 Flash Cards/Labels (Questions and Directions with Flash Cards (This activity can be done in multiple ways with teacher or peers directing the action.)

Directions: One student reads the flash cards with the questions 1-5 (Game 1 - see required section) and peer asks E'e or Moqwa'? Peer responds. Then switch roles. One student reads the flash cards with the directions (Game 2 – see required section) to a peer and the peer follows directions. Then switch roles.

	Meets Expectations	Exceeds Expectations
Pronunciation/Presentation	The voice is <u>clear</u> , so that words and pronunciation can be heard <u>accurately</u> . Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.	In addition to the <i>Meets Expectations</i> criteria, the work includes: <u>Correctly</u> and <u>appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary. Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery</u> . The speaker looks <u>confidently</u> at the audience.
	3-4 marks	5 marks
Visuals	The flash cards are <u>attractively</u> designed and include the required vocabulary. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.	In addition to the <i>Meets Expectations</i> criteria, the work: Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.
	3-4 marks	5 marks

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Module 6: Colours

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Name the seven (7) colours and identify those that change spelling and pronunciation for both animate and inanimate forms.
- Create sentences using the seven (7) animals and seven (7) colours in both forms to develop a picture book/slideshow/flashcards/poster.

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and basic phrases related to colours.

GCO 2.0: Reading

I can understand familiar words and sentences related to colours.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact with others in structured dialogues that I have created related to colours.

GCO 4.0: Spoken Production

I can present dialogues and other materials [ie. Posters] that I have created about colours.

WRITING

GCO 5.0: Writing

I can write short, simple messages about the colour of objects.

Required Content:

Questions:		
1	Talamu'k wla _____ ?	What colour is the (object) ? (inanimate – sing.)
2	Talamuksit wla _____ ?	What colour is the (object)? (animate – sing.)
Statements:		
1	_____.	The (object) is (colour). (inanimate – sing.)
2	_____.	The (object) is (colour). (animate - sing.)
Use the table below for responses.		

Statement 1 responses (inanimate – singular)	
Wa'w wapamu'k.	The egg is white.
Mekwamu'k wius.	The meat is red.
Maqtawamu'k a'kusn.	The hat is black.
Pkumanamu'k makkot.	The dress is blue.
Tupkwanamu'k a'kusn.	The hat is brown.
Stoqnamu'k wenju'su'n.	The apple is green.
Wataptewamu'k teplma'sewey.	The cheese is yellow.

Statement 2 responses (animate – singular)	
Wapamuksit wapus.	The rabbit is white.
Mekwamuksit atu'tuej.	The squirrel is red.
Wataptewamuksit mikjikj.	The turtle is yellow.
Maqtawamuksit ka'qakuj.	The crow is black.
Pkumanamuksit tities.	The blue jay is blue.
Tupkwanamuksit lentuk.	The deer is brown.
Stoqnamuksit sqolj.	The frog is green.
Wataptewamuksit wskwitkwan.	The coat is yellow.

Vocabulary:

Colours			
Animate Singular		Inanimate Singular	
Wataptewamuksit.	S/he is yellow.	Wataptewamu'k.	It is yellow.
Maqtawamuksit.	S/he is black.	Maqtawamu'k.	It is black.
Wapamuksit.	S/he is white.	Wapamu'k.	It is white.
Mekwamuksit.	S/he is red.	Mekwamu'k.	It is red.
Pkumanamuksit.	S/he is blue.	Pkumanamu'k.	It is blue.
Tupkwanamuksit.	S/he is brown.	Tupkwanamu'k.	It is brown.
Stoqnamuksit.	S/he is green.	Stoqnamu'k.	It is green.

Weyossisok (Animals)	
sqolj	frog
mikjikj	turtle
ka'qakuj	crow
wapus	rabbit
atu'tuej	squirrel
lentuk	deer
tities	blue jay

Inanimate Objects	
a'kusn	hat
makkot	dress
wa'w	egg
wius	meat
sikn	sock
Animate Object	
wskwitkwan	coat
kespisun	belt

Supplementary Content

Telamu'k – It is that colour... (inanimate)

Telamuksit - S/he is the colour...(animate)

Colours terms are based upon the environment/nature. Evidence of this is found in the colour term. For example, the term for the colour of blue is based upon the colour of a blueberry.

Origin of Colours				
Animate Singular				
Noun		Colour	Translations	
pkuman	blueberry	pkumanamuksit	the colour of a blueberry	s/he is blue
tupkwan	soil/earth	tupkwanamuksit	the colour of soil/earth	s/he is brown
stoqn	fir tree	stoqnamuksit	the colour of a fir tree	s/he is green
nijinj	fish egg	nijinjewamuksit	the colour of a fish egg	s/he is orange
niskanane'k	bruise	niskananamuksit	the colour of a bruise	s/he is purple
ntlutew	smoke	ntlutewamuksit	the colour of smoke	s/he is grey

GCO 1.0 Listening

Actively listens to a series of phrases in guided situations and uses verbal and body language to show comprehension. Teacher will introduce the words for colours. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual word. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

Telamuksit	S/he is the colour (animate)
Pkumanamuksit tities.	The blue jay is blue.
Tupkwanamuksit lentuk.	The deer is brown.
Stoqnamuksit sqolj.	The frog is green.
Wataptewamuksit mikjikj.	The turtle is yellow.
Maqtawamuksit ka'qakuj.	The crow is black.
Wapamuksit wapus.	The rabbit is white.
Mekwamuksit atu'tuej.	The squirrel is red.
Wataptewamuksit wskwitkwan.	The coat is yellow.

Telamu'k	It is that colour (Inanimate)
Maqtawamu'k a'kusn.	The hat is black.
Wapamu'k wa'w.	The egg is white.
Mekwamu'k wius.	The meat is red.
Wataptewamu'k sikn.	The sock is yellow.

GCO 2.0 Reading

Comprehends and interprets a series of simple sentences

GCO 3.0 Spoken Interaction

Produces a series of simple sentences.

GCO 4.0 Spoken Production

Produces a series of simple sentences for an audience.

GCO 5.0 Writing

Create a picture book with simple sentences using animal and colour vocabulary.

GCO 6.0 Language Development

Telamuksit	S/he is the colour (animate)
Pkumanamuksit tities.	The blue jay is blue.
Tupkwanamuksit lentuk.	The deer is brown.
Stoqnamuksit sqolj.	The frog is green.
Wataptewamuksit mikjikj.	The turtle is yellow.
Maqtawamuksit ka'qakuj.	The crow is black.
Wapamuksit wapus.	The rabbit is white.
Mekwamuksit atu'tuej.	The squirrel is red.
Wataptewamuksit wskwitkwan.	The coat is yellow.

Telamu'k	It is that colour (Inanimate)
Maqtawamu'k a'kusn.	The hat is black.
Wapamu'k wa'w.	The egg is white.
Mekwamu'k wius.	The meat is red.
Pkumanamu'k makkot.	The dress is blue.
Tupkwanamu'k a'kusn.	The hat is brown.
Stoqnamu'k sikn.	The sock is green.

Module 6: Picture Book for Colours

	Meets Expectations	Exceeds Expectations																										
Pronunciation/ Presentation	<p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <table border="1" data-bbox="410 474 1075 919"> <tbody> <tr> <td>Pkumanamuksit tities.</td> <td>The blue jay is blue.</td> </tr> <tr> <td>Tupkwanamuksit lentuk.</td> <td>The deer is brown.</td> </tr> <tr> <td>Stoqnamuksit sqolj</td> <td>The frog is green.</td> </tr> <tr> <td>Wataptewamuksit mikjikj.</td> <td>The turtle is yellow.</td> </tr> <tr> <td>Maqtawamuksit ka'gakuj.</td> <td>The crow is black.</td> </tr> <tr> <td>Wapamuksit wapus.</td> <td>The rabbit is white.</td> </tr> <tr> <td>Mekwamuksit atu'tuej.</td> <td>The squirrel is red.</td> </tr> <tr> <td>Wataptewamuksit wskwitkwan.</td> <td>The coat is yellow.</td> </tr> <tr> <td colspan="2" style="background-color: #cccccc;"></td> </tr> <tr> <td>Maqtawamu'k a'kusn.</td> <td>The hat is black.</td> </tr> <tr> <td>Wapamu'k wa'w.</td> <td>The egg is white.</td> </tr> <tr> <td>Mekwamu'k wius.</td> <td>The meat is red.</td> </tr> <tr> <td>Wataptewamu'k sikn.</td> <td>The sock is yellow.</td> </tr> </tbody> </table>	Pkumanamuksit tities.	The blue jay is blue.	Tupkwanamuksit lentuk.	The deer is brown.	Stoqnamuksit sqolj	The frog is green.	Wataptewamuksit mikjikj.	The turtle is yellow.	Maqtawamuksit ka'gakuj.	The crow is black.	Wapamuksit wapus.	The rabbit is white.	Mekwamuksit atu'tuej.	The squirrel is red.	Wataptewamuksit wskwitkwan.	The coat is yellow.			Maqtawamu'k a'kusn.	The hat is black.	Wapamu'k wa'w.	The egg is white.	Mekwamu'k wius.	The meat is red.	Wataptewamu'k sikn.	The sock is yellow.	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p><u>Correctly</u> and <u>appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently clear</u> and accurate, with a <u>smooth and natural delivery</u>.</p> <p>The speaker looks <u>confidently</u> at the audience.</p>
	Pkumanamuksit tities.	The blue jay is blue.																										
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Mekwamu'k wius.	The meat is red.																											
Wataptewamu'k sikn.	The sock is yellow.																											
	3-4 marks	5 marks																										
Visuals	<p>The picture book/power point is <u>attractively</u> designed and includes the required vocabulary. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work: Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.</p>																										
	3-4 marks	5 marks																										

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Self-Assessment:

We learned 7 colours. Can you think of a way to remember the colours that do not change their endings? For example, you might use an order like BRYW that you could pronounce to remember the first letter of each colour.

Circle the colours for which the spelling remains the same whether it is singular inanimate or singular animate:

ANSWERS IN BOLD:

1. **yellow [circle]**

2. brown

3. **white [circle]**

4. **red [circle]**

5. blue

6. **black [circle]**

7. green

Module 7: Body Parts

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:

- Student will label 14 basic parts of his/her body.
- Students can make 5 simple statements (positive) describing basic health of his/her body in response to a direct question.
- Create a book using the health questions and responses. (digital or paper)

UNDERSTANDING

GCO 1.0: Listening

I can recognize familiar words and basic phrases related to my body.

GCO 2.0: Reading

I can understand familiar names, words and sentences related to my body.

SPEAKING

GCO 3.0: Spoken Interaction

I can interact with others in structured dialogues that I have created related to my body.

GCO 4.0: Spoken Production

I can present visuals and simple text that I have created about my body.

WRITING

GCO 5.0: Writing

I can label a visual of my body and write simple health statements.

Required Content:

Questions with Responses:		
Q:	Kesinukuask ki'l kunji	Do you have a headache?
A:	E'e, kisunkuik nunji.	Yes, I have a headache.
Q:	Kesinukuask ksituaqn?	Do you have an earache?
A:	E'e, kesinukuik nsituaqn.	Yes, I have an earache.
Q:	Kesinukuask kipit?	Do you have a toothache?
A:	E'e, kesinukuik nipit.	Yes, I have a toothache.
Q:	Kesinukuask ksitun?	Do you have a sore throat?
A:	E'e, kesinukuit nsitun.	Yes, I have a sore throat.
Q:	Kesinukuask kji'taqn?	Do you have a sore neck?
A:	E'e, kesinukuit nji'taqn.	Yes, I have a sore neck.

Directives:		
1	Lu'kwate'n _____.	Point to your <u>(body part)</u> . (inanimate)
2	Lu'kwat _____.	Point to your <u>(body part)</u> . (animate)
Use the tables below for directives.		

Vocabulary:

Facial Words			
1st person singular form		2nd person singular form	
nunji	my head	kunji	your head
npikikw	my eye	kpikikw	your eye
nsituaqn	my ear	ksituaqn	your ear
nsisqon	my nose	ksisqon	your nose
ntun	my mouth	ktun	your mouth
nipit	my tooth	kipit	your tooth
nilnu	my tongue	kilnu	your tongue
nujinuan	my cheek	kujinuan	your cheek
nsiskw	my face	ksiskw	your face
1st person plural form		2nd person plural form	
nusapun	my hair	kusapun	your hair
npikikul	my eyes	kpikikul	your eyes
nsituaqnn	my ears	ksituaqnn	your ears
nipitl	my teeth	kipitl	your teeth

Other Body Parts			
1st person (Ni'n) singular form		2nd person (Ki'l) singular form	
nsitun	my throat	ksitun	your throat
ntlusknikn	my elbow	ktlusknikn	your elbow
ntlaminu/nmusti	my stomach	ktlaminu/kmusti	your stomach
npaqm	my back	kpaqm	your back
njikun	my knee	kjikun	your knee
nji'taqn	my neck	kji'taqn	your neck
1st person plural form		2nd person plural form	
ntluskniknk	my elbows	ktluskniknk	your elbows
njikunk	my knees	kjikunk	your knees
<p>Note: Most body parts have inalienable possession – you MUST use a possessive prefix (n- “my” and k- “you”) with most body parts. You cannot say “ipit”, “a tooth”. It is not grammatically correct.</p> <p>The easiest way to distinguish animate and inanimate nouns is by their plural forms. Animate plural nouns end in -k or -q, and inanimate plural nouns end in -l or -n.</p>			

Sample Activity:

Students can make basic health statements.

Supplementary Content

Ntinnin (My Body)			
singular form		plural form	
npitnokom	my hand/forearm (including hand)	npitnn	my hands
nkajikn	my leg (including foot)	nkajiknn	my legs (including feet)
npitn patatujey	my left hand		
npitn inaqney	my right hand		

GCO 1.0 Listening

Actively listens to a series of phrases in guided situations and uses verbal and body language to show comprehension. Teacher will introduce the words for body parts. Reveal one term at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual words. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

Ntinnin (My Body)	
inanimate singular	
nusapun	my hair
nunji	my head
npikikw	my eye
nsituaqn	my ear
nsisqon	my nose
ntun	my mouth
nipit	my tooth
nilnu	my tongue
nujnuan	my cheek
nsiskw	my face
npitnokom	my hand/forearm (including hand)
npitn patatujey	my left hand
npitn inaqney	my right hand
ntluiqn	my finger
ntijin	my thumb
ntlaminu/nmusti	my stomach
npaqm	my back
nkajikn	my leg (including foot)
nkat	my foot
nto'jm	my toe
nqon	my heel
animate singular	
nji'taqn	my neck
nsitun	my throat
ntlusknikn	my elbow
nqosi	my fingernail
njikun	my knee

GCO 2.0 Reading

Comprehends and interprets labels and simple sentences related to physical well-being.

GCO 3.0 Spoken Interaction

Produces a series of simple sentences related to physical well-being in a dialogue.

GCO 4.0 Spoken Production

Produces a series of simple sentences for an audience related to physical well-being.

GCO 5.0 Writing

Creates digital book for younger students responding to health questions.

GCO 6.0 Language Development - Supplementary

Introduce the facial/body vocabulary using the possessive prefix **w-** “his/her” and compare to the possessive prefixes **n-** “my” and **k-** “your”.

Ntinnin (My Body)	Ktinnin (Your Body)	Wtinnin (His/Her Body)	translation
nusapun	kusapun	wusapun	my-your-his/her hair
nunji	kunji	wunji	my-your-his/her head
npikikw	kpikikw	wpikikw	my-your-his/her eye
npikikul	kpikikul	wpikikul	my-your-his/her eyes
nsituaqn	ksituaqn	wsituaqn	my-your-his/her ear
nsituaqnn	ksituaqnn	wsituaqnn	my-your-his/her ears
nsisqon	ksisqon	wsisqon	my-your-his/her nose
ntun	ktun	wtun	my-your-his/her mouth
nipit	kipit	wipit	my-your-his/her tooth
nipitl	kipitl	wipitl	my-your-his/her teeth
nilnu	kilnu	wilnu	my-your-his/her tongue
nujnuan	kujnuan	wujnuan	my-your-his/her cheek
nujnuann	kujnuann	wujnuann	my-your-his/her cheeks
nsiskw	ksiskw	wsiskw	my-your-his/her face
nji'taqn	kji'taqn	wji'taqnn	my-your-his/her neck
nsitun	ksitun	wsitunn	my-your-his/her throat
ntlusknikn	ktlusknikn	wtluskniknn	my-your-his/her elbow
ntluskniknk	ktluskniknk	wtluskniknk	my-your-his/her elbows
njikun	kjikun	wjikunn	my-your-his/her knee
njikunk	kjikunk	wjikunk	my-your-his/her knees

Note: Most body parts have inalienable possession – you **MUST** use a possessive prefix with most body parts. You cannot say “ipit”, “a tooth”. It is not grammatically correct.

For the body parts above, the possessive pronouns are slightly different. The pronouns are **n-**, **k-**, and **w-** before most inalienable root nouns.

The easiest way to distinguish animate and inanimate nouns is by their plural forms. Animate plural nouns *end* in **-k or -q**, and inanimate plural nouns *end* in **-l or -n**.

These are general grammatical rules and are not true for every word. As with every language, Mi'kmaw has irregular words.

Introduce students to negative responses to health questions.

Q:	Kesinukuask ki'l kunji?	Do you have a headache?
R1:	E'e, kesinukuik nunji.	Yes, I have a headache.
R2:	Mogwa', mu kesinukuinukw nunji.	No, I don't have a headache.
Q:	Kesinukuask ksituagn?	Do you have an earache?
R1:	E'e, kesinukuik nsituagn?	Yes, I have an earache.
R2:	Mogwa' mu kesinukuinukw nsituagn.	No, I don't have an earache.
Q:	Kesinukuask ki'l kipit?	Do you have a toothache?
R1:	E'e, kesinukuik nipit.	Yes, I have a toothache.
R2:	Mogwa', mu kesinukuinukw nipit.	No, I don't have a toothache.
Q:	Kesinukuask ksitun?	Do you have a sore throat?
R1:	E'e, kisinukuik nsitun.	Yes, I have a sore throat.
R2:	Mogwa', mu kesinukuikw nsitun.	No, I don't have a sore throat.
Q:	Kesinukuask ki'l kji'tagn?	Do you have a sore neck?
R1:	E'e, kisinukuik nji'tagn.	Yes, my neck is sore.
R2:	Mogwa', mu kesinukuikw nji'tagn.	No, I don't have a sore neck.
Q:	Kesinukuask ki'l kpaqm?	Do you have a sore back?
R1:	E'e, kesinukuik npaqm.	Yes, I have a sore back
R2:	Mogwa', mu kesinukuinukw npaqm.	No, I don't have a sore back
Q:	Kesinukuask ki'l ktlaminu?	Do you have a stomach ache?
R1:	E'e, kesinukuik ntlaminu.	Yes, I have a stomach ache.
R2:	Mogwa', mu kesinukuinukw ntlaminu.	No, I don't have a stomach ache.

There are different type of roots (medial and final) can be used in combination to form verbs which are then inflected with various endings. Endings indicate person, number, tense and whether the verb is positive or negative.

(e.g.): kesinuku**inukw**

i - 1st person

w - negative

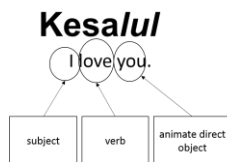
Q:	Wen kesinukuag wunji?	Who has a headache?
A:	Kesinukuik nunji.	I have a headache.
Q:	Wen kesinukuag wsituagn?	Who has an earache?
A:	Kesinukuik nsituagn.	I have an earache.
Q:	Wen kesinukuag wipit?	Who has a toothache?
A:	Kesinukuik nipit.	I have a toothache.
Q:	Wen kesinukualitl wsitunn?	Who has a sore throat?
A:	Kesinukuik nsitun.	I have a sore throat.

Q:	Wen kesinukualitl wji'taqn?	Who has a sore neck?
A:	Kesinukuit nji'taqn	I have a sore neck.
Q:	Wen kesinukuaq wpaqm?	Who has a sore back?
A:	Kesinukuik npaqm.	I have a sore back.
Q:	Wen kesinukuaq wtlaminu?	Who has a stomach ache?
A:	Kesinukuik ntlaminu.	I have a stomach ache.

Below are the four (4) types of verbs classes (*for teacher's reference only*):

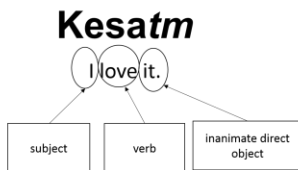
(AT) Animate Transitive

A transitive verb – considered as animate with an animate direct object.



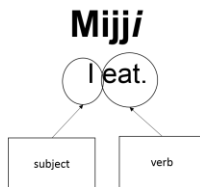
(IT) Inanimate Transitive

A transitive verb – considered as inanimate with an inanimate direct object.



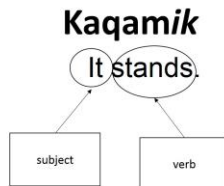
(AI) Animate Intransitive

An intransitive verb – considered as animate but has no object



(II) Inanimate Intransitive

An intransitive verb – considered as inanimate but has no object



Module 7: Drawing Body Parts

	Meets Expectations	Exceeds Expectations										
Pronunciation/Presentation	<p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script. Labels:</p> <table border="1"> <tr> <td>nusapun</td> <td>my hair</td> </tr> <tr> <td>nunji</td> <td>my head</td> </tr> <tr> <td>npikikul</td> <td>my eyes</td> </tr> <tr> <td>nsituaqnn</td> <td>my ears</td> </tr> <tr> <td>nsisqon</td> <td>my nose</td> </tr> </table>	nusapun	my hair	nunji	my head	npikikul	my eyes	nsituaqnn	my ears	nsisqon	my nose	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p><u>Correctly</u> and <u>appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery</u>.</p> <p>The speaker looks <u>confidently</u> at the audience.</p>
	nusapun	my hair										
nunji	my head											
npikikul	my eyes											
nsituaqnn	my ears											
nsisqon	my nose											
	3-4 marks	5 marks										
Visuals	<p>The drawing is <u>attractively</u> designed and includes the required vocabulary. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.</p>										
		3-4 marks	5 marks									

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Dialogue: Students will shift roles, taking turns being the Questioner and Responder

	Meets Expectations	Exceeds Expectations						
Content/ Pronunciation	<p>The dialogue includes the required vocabulary.</p> <p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <p>Example:</p> <table border="1"> <tr> <td>Q:</td> <td>Kesinukuask ki'l kunji?</td> <td>Do you have a headache?</td> </tr> <tr> <td>A:</td> <td>E'e, kesinukuik nunji.</td> <td>Yes, I have a headache.</td> </tr> </table>	Q:	Kesinukuask ki'l kunji?	Do you have a headache?	A:	E'e, kesinukuik nunji.	Yes, I have a headache.	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p><u>Correctly</u> and <u>appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery</u>.</p> <p>The speaker looks <u>confidently</u> at the audience and <u>uses gestures</u> to add to meaning.</p>
	Q:	Kesinukuask ki'l kunji?	Do you have a headache?					
A:	E'e, kesinukuik nunji.	Yes, I have a headache.						
	3-4 marks	5 marks						

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Module 7: Health Picture Book (electronic or paper)

	Meets Expectations	Exceeds Expectations									
Pronunciation/ Presentation (Digital or paperbook)	<p>The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script.</p> <p>Use the 5 health questions and 2 responses for each.</p> <table border="1"> <tr> <td>Q:</td> <td>Kesinukuask ki'l kunji?</td> <td>Do you have a headache?</td> </tr> <tr> <td>A:</td> <td>E'e, kesinukuik nunji.</td> <td>Yes, I have a headache.</td> </tr> <tr> <td>A:</td> <td>Moqwa', mu kesinukuinukw nunji.</td> <td>No, I don't have a headache.</td> </tr> </table>	Q:	Kesinukuask ki'l kunji?	Do you have a headache?	A:	E'e, kesinukuik nunji.	Yes, I have a headache.	A:	Moqwa', mu kesinukuinukw nunji.	No, I don't have a headache.	<p>In addition to the <i>Meets Expectations</i> criteria, the work includes:</p> <p>Questions and responses that <u>go beyond</u> the essential vocabulary.</p> <p>Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery</u>.</p> <p>The speaker looks <u>confidently</u> at the audience when presenting.</p>
	Q:	Kesinukuask ki'l kunji?	Do you have a headache?								
A:	E'e, kesinukuik nunji.	Yes, I have a headache.									
A:	Moqwa', mu kesinukuinukw nunji.	No, I don't have a headache.									
	3-4 marks	5 marks									
Visuals	<p>The visual is <u>attractively</u> designed and includes the required vocabulary. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.</p>	<p>In addition to the <i>Meets Expectations</i> criteria, the work:</p> <p>Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.</p>									
	3-4 marks	5 marks									

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Summary of Selected Projects

Module 1: Creating Family Stories

Oral: Present the Storyboard

Written: Create a Storyboard

Module 2: Introduction to Home

Oral: Name Rooms and Objects

Oral: Present the Model Home

Written: Label a Model Home

Module 3: Interactions - Dialogue

Oral/Reading: Telephone Conversation

Written - Write a Script

Module 4: Animals

Oral: Tell a Story

Written: Create a Picture Book

Module 5: Interactions – Questions and Directions

Oral: Ask and Answer 5 Simple Questions

Oral: Give 8 Directions

Reading: Recognize Vocabulary Related to Directions

Written: Label Visuals for Questions/Directions

Module 6: Colours

Oral: Read Colour Sentences

Reading/Written: Create Sentences Using the Colours

Module 7: Body Parts

Oral/written: Name and Label Basic Body Parts

Oral: Answer Questions Related to Health

Written: Create digital book

Summative Assessment

Summative Assessment – End of Course Grading
<i>60% Spoken Interaction and Production</i>
<i>25% Reading and Listening</i>
<i>15% Written Products</i>

Process: Did the student show they followed the processes of learning the materials? Did he/she participate consistently in the oral activities? Work hard to complete projects? Maintain good study habits?

Progress: Did the student make progress in their learning? How significant was that progress?

Product: Is it evident that the student made strong efforts to develop quality projects for each unit?