



MI'KMAQ CONFEDERACY OF PRINCE EDWARD ISLAND

AND



**DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD
DEVELOPMENT OF PRINCE EDWARD ISLAND**

MI'KMAW LANGUAGE CURRICULUM

Grades 7, 8, 9

Revised Version March 2014



CURRICULUM



Circle of Learning © *Natalie Sappier*





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We acknowledge the longing of our ancestors, Elders and all of the members of our communities who dare to dream the dream of keeping the Mi'kmaw language, culture, history, traditions, values, and worldview alive and strong on Epekwitk, Prince Edward Island.

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Note to Readers

The Mi'kmaq Confederacy of Prince Edward Island (MCPEI) and the Prince Edward Island Department of Education and Early Childhood Development welcome suggestions for improvements to this document. Readers are invited to propose resources or activities or any other suggestions for change that may provide support for the curriculum.

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This is the symbol **L'nu**, which is a Mi'kmaq word that means "the people."

Note: Mi'kmaq/Mi'kmaq is the Smith-Francis orthography.

Mi'kmaq is a noun and is always plural - encompassing more than one Mi'kmaq person.

Mi'kmaq is a singular noun, and an adjective.



Vision

Nikanaptmek wla Mi'kmaq Tli'suti Etllukwatmek iknmuanen msit mijua'ji'jk kisikina'masultinew menaqaj aqq pekajikina'masultinew kulaman siawa'tasitew telil'nui'simk, aqq kina'masultinew ta'n tellukutisni'k kniskamijinaqi'k, ta'n telo'tijik L'nu'k kiskuk, ta'n koqoey kepmite'tasik, aqq ta'n teliankaptmu'k wsitqamu.

Prepared in Mi'kmaq by:

Elder Helen Sylliboy
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It is the vision of the Mi'kmaw Language Curriculum to provide all students the opportunity for holistic growth and personal development and to engage in the preservation of Mi'kmaw language, culture, history, traditions, values and worldview.





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Introduction

Rationale

As is the case for many First Nations throughout North America, the Mi'kmaq are living in an era of resurgence of interest in their language, culture, history, traditions, values and worldview. In addition, there is increasing interest by non-Mi'kmaq toward the contributions of the Mi'kmaq to the development of Prince Edward Island, Atlantic Canada, and, indeed, all of Canada.



There are two critical problems facing the Mi'kmaq today, particularly in Prince Edward Island. There is the danger of the extinction of their language that, in turn, influences the extinction of knowledge of Mi'kmaq culture, history, traditions, values and worldview. In the last half of the 20th century, there has been a decline in the number of people who speak the Mi'kmaq language, due in part to the determination by successive Federal Governments to engage in a forced assimilation of the First Nations peoples into the “mainstream” society through many actions now perceived as wrong (for example, Residential schools). As well, the prevalence of the English language, both in North America and throughout the world, has greatly influenced the erosion and diminishment of Mi'kmaq almost to the point of extinction. Like other languages, the Mi'kmaq language has undergone changes, but the major change has taken place since formal education was introduced with English as the language of instruction.

The Mi'kmaq Language Curriculum will provide learning experiences that will allow students to increase their knowledge and appreciation of Mi'kmaq culture, history, traditions, values and worldview and provide students with the opportunity to embark upon language learning and develop basic communication skills in Mi'kmaq upon which they can build in the future.

The Mi'kmaq Language Curriculum is designed to

- enable students to develop and acquire listening, speaking, reading, and writing skills in the Mi'kmaq language in various social contexts and situations, respecting Mi'kmaq protocol
- enable students to develop an understanding and an appreciation of Mi'kmaq culture
- encourage students to enjoy learning, conversing and writing in the Mi'kmaq language
- cultivate students' positive, personal, and social growth through the use of the Mi'kmaq language
- promote opportunities for students to interact/talk with Elders and other speakers



Program Overview

The Mi'kmaw Language Curriculum focuses on providing learning experiences that encourage active student participation in their learning. Mi'kmaw language will be used for instruction where possible, as equal emphasis is placed, over six years, on the development of competencies in language and knowledge and awareness of Mi'kmaw culture, history, traditions, values and worldview.

The course will provide opportunities for students to participate in Mi'kmaw conversation and to read and write using the Smith-Francis orthography. The basic principle underlying the course is that language of instruction will be primarily Mi'kmaw. It is expected that the teacher will be a fluent Mi'kmaw speaker. This curriculum is intended for Mi'kmaw and non-Mi'kmaw students.

Learning takes place in a broad variety of ways. Participation and active involvement will hold a student's interest longer. The traditional belief of the Mi'kmaq is that children learn best through the use of their senses. The students will participate actively while the teacher models the language and engages students in activities that promote communication in Mi'kmaw.

Meeting the Needs of All Students

This curriculum is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. The aim of the curriculum is to provide all students with equal entitlement to learning opportunities. The diversity of the language needs of all students must be met at all times. Learners may include non-Mi'kmaw students who have no prior knowledge of the Mi'kmaw language and culture. Mi'kmaw students who do not speak the language will be learning Mi'kmaw as a second language. Some students may have had exposure to the language but be non-speakers. Other students may be speakers of the Mi'kmaw language.

The curriculum outcome statements in this guide are considered important for all learners and provide a framework for a range of learning experiences for all students, including students who require individual program plans.

In designing learning experiences, teachers should consider the learning needs, experiences, interests, and values of all students. All students should work toward the same curriculum outcomes, and attention should be paid to differentiating activities and modifying expectations that respect individual students.





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Outcomes

This section provides

- Information on Atlantic Canada Essential Graduation Learnings
- Examples of the contribution of the Mi'kmaw Language Curriculum toward student attainment of the Essential Graduation Learnings
- General Curriculum Outcomes for the Mi'kmaw Language Curriculum
- Specific Curriculum Outcomes for the Mi'kmaw Language Curriculum

Atlantic Canada Essential Graduation Learnings (EGL)

Atlantic Canada Essential Graduation Learnings (EGLs) are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. The Mi'kmaw Language Curriculum is designed to support the acquisition of the Essential Graduation Learnings.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

For example, **7.4.3** Students will be expected to participate in Mi'kmaw traditional activities.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

For example, **8.4.12** Students will be expected to demonstrate understanding of the functions of the Grand Council, Band Chief and Council.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language as well as mathematics and scientific concepts and symbols to think, learn, and communicate effectively.

For example, **8.1.5** Students will be expected to exchange information in informal settings such as the playground, hallways and cultural centres.



Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

For example, **9.4.9** Students will be expected to demonstrate respect for self, Elders, parents, all living things, and the surroundings by participating in activities working toward a healthy, holistic identity.

Problem-solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems including those requiring language, mathematical, and scientific concepts.

For example, **9.3.4** Students will be expected to create a community newsletter.

Technological Competence

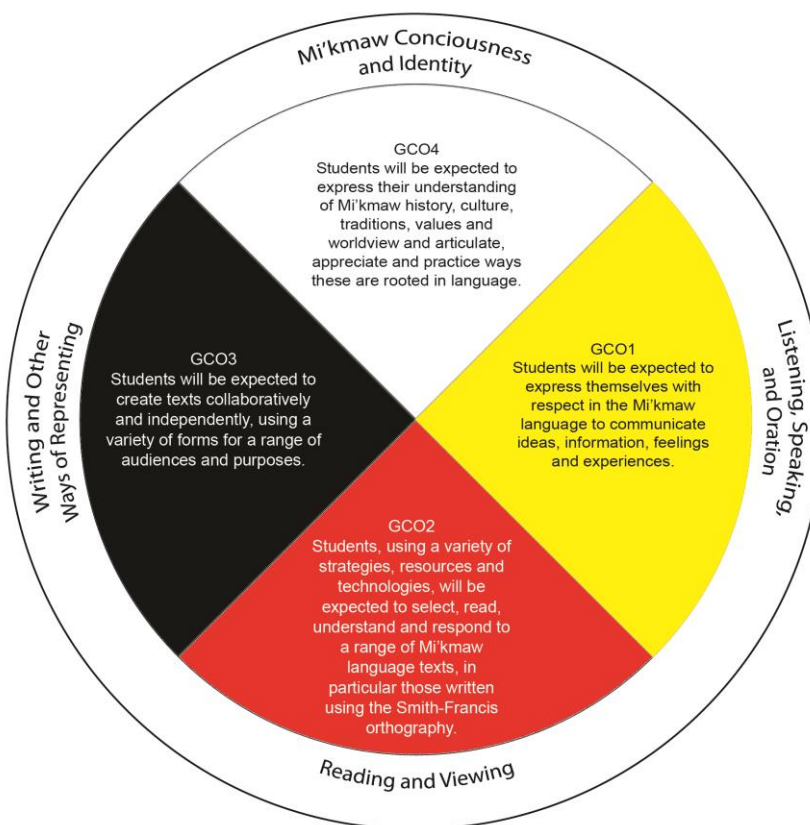
Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

For example, **8.3.3** Students will be expected to exchange information with peers using technology to the degree it is appropriate.



General Curriculum Outcomes (GCO)

General Curriculum Outcomes (GCOs) are statements that identify what students are expected to know, be able to do, and value upon completion of the Mi'kmaw Language Program. These statements provide the organizational structure for the development of the Specific Curriculum Outcomes (SCOs) throughout the three-year program.



The activities that support this curriculum have been developed to foster students' understanding and their demonstration of the respect that underpins Mi'kmaw language, culture, history, traditions, values and worldview.



Listening, Speaking and Oration

GCO1: *Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.*

Reading and Viewing

GCO2: *Students, using a variety of strategies, resources and technologies, will be expected to select, read, understand and respond to a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.*

Writing and Other Ways of Representing

GCO3: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

Mi'kmaw Consciousness and Identity

GCO4: *Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.*

Specific Curriculum Outcomes (SCO)

Specific Curriculum Outcomes (SCOs) are statements that identify what students are expected to know and be able to do by the end of the Mi'kmaw Language Program as a result of their learning experiences. Teachers should take individual student needs into consideration as they plan learning experiences and assess students' achievement of the various outcomes. Students' attitudes, experiences, knowledge, abilities, and engagement in learning will influence their ability to achieve the curriculum outcomes.

The numbering system is explained as follows: the first digit indicates the grade level; the second digit indicates the GCO to which the SCO is related and the third digit is the number of the specific curriculum outcome.



Listening, Speaking and Oration

GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

SCOs

Grade 7	Grade 8	Grade 9
<p>7.1.1 use basic phrases and sentences to communicate needs, information and opinions</p> <p>7.1.2 make autobiographical and biographical presentations orally</p> <p>7.1.3 participate in classroom routines</p> <p>7.1.4 describe objects, clothing, family members and community members or buildings using simple sentences</p> <p>7.1.5 be able to produce simple original sentences</p> <p>7.1.6 provide answers to questions on familiar topics</p> <p>7.1.7 participate in a variety of oral text forms</p>	<p>8.1.1 listen and respond to key ideas in a variety of short, simple, spoken texts in guided and unguided situations</p> <p>8.1.2 ask simple questions on familiar topics</p> <p>8.1.3 provide simple directions</p> <p>8.1.4 participate in a variety of oral text forms</p> <p>8.1.5 exchange information in informal settings such as the playground, hallways and cultural centres.</p> <p>8.1.6 share their tastes, preferences, interests and feelings</p> <p>8.1.7 describe objects in some detail</p> <p>8.1.8 be able to show some spontaneity in language production on a variety of topics</p> <p>8.1.9 be able to initiate and sustain simple dialogue</p>	<p>9.1.1 listen and respond to a variety of extended, spoken text forms in a variety of media</p> <p>9.1.2 converse with others, respond, and ask questions in small- and large-group discussions</p> <p>9.1.3 participate in school routines</p> <p>9.1.4 express opinions</p> <p>9.1.5 participate in conversations on day-to-day topics in informal settings such as the playground, hallways, recess areas and cultural centres</p> <p>9.1.6 describe and share thoughts with increasingly complex word phrases</p> <p>9.1.7 narrate experiences</p> <p>9.1.8 discuss a limited number of topics using Mi'kmaw</p>



Reading and Viewing

GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, understand and respond to a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

SCOs

Grade 7	Grade 8	Grade 9
<p>7.2.1 demonstrate an awareness of the general concept of communication</p> <p>7.2.2 comprehend and interpret a variety of short, simple texts in guided situations</p> <p>7.2.3 view and respond to a variety of simple representations and media in the school context</p>	<p>8.2.1 become literate in the Smith-Francis orthography</p> <p>8.2.2 be able to read simple Mi'kmaw texts with understanding</p> <p>8.2.3 increase use of vocabulary terms to understand Mi'kmaw texts</p> <p>8.2.4 comprehend and interpret a variety of short, texts on unfamiliar topics in guided situations</p>	<p>9.2.1 be able to read a variety of Mi'kmaw texts with understanding</p> <p>9.2.2 show an ability to construct meaning by integrating knowledge of cueing systems, text structure, text organization, language features, and subject-specific language</p> <p>9.2.3 comprehend a variety of lengthy texts on familiar topics in guided situations</p> <p>9.2.4 respond personally to a variety of texts</p> <p>9.2.5 view and respond to a variety of representations and media within and beyond the school context</p>



Writing and Other Ways of Representing

GCO3: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

SCOs

Grade 7	Grade 8	Grade 9
<p>7.3.1 be able to compose short paragraphs using known language</p> <p>7.3.2 if it appropriate, communicate using technology with peers using basic sentence structures</p> <p>7.3.3 produce autobiographical and biographical presentations in writing</p> <p>7.3.4 create pictures and captions for class newspapers</p> <p>7.3.5 demonstrate some awareness of purpose and audience</p> <p>7.3.7 create a repertoire of Mi'kmaw conversation greetings, salutations, words, sentences and expressions, and values</p>	<p>8.3.1 achieve standard spelling using the Smith-Francis orthography</p> <p>8.3.2 write original, short sentences using correct orthography</p> <p>8.3.3 exchange information with peers, using technology to the degree it is appropriate</p> <p>8.3.4 write and produce short dialogues dealing with day-to-day situations</p> <p>8.3.5 create class and school newsletters</p> <p>8.3.6 consider audience when writing text</p> <p>8.3.7 continue to create a repertoire of Mi'kmaw conversation greetings, salutations, words sentences and expressions</p> <p>8.3.8 be able to use the three main tenses in Mi'kmaw and be aware of the importance of the other tenses</p>	<p>9.3.1 create and share a variety of texts (both narrative and informational) adhering to grammatical rules and the Smith-Francis orthography</p> <p>9.3.2 use elements of basic story writing</p> <p>9.3.3 exchange information with members of the community, using technology</p> <p>9.3.4 create a community newsletter</p> <p>9.3.5 take into account audience and purpose when writing reports and other texts</p> <p>9.3.6 continue to create a repertoire of Mi'kmaw conversation greetings, salutations, words sentences and expressions</p> <p>9.3.7 demonstrate an ability to share stories with younger classes in writing</p> <p>9.3.8 use process writing (prewriting, drafting, revising, proofreading, and presenting) in all its forms</p>



Mi'kmaw Consciousness and Identity

GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

SCOs

Grade 7	Grade 8	Grade 9
<p>7.4.1 demonstrate respectful listening behaviours</p> <p>7.4.2 practice Mi'kmaw protocol in class, in school and in the community</p> <p>7.4.3 participate in Mi'kmaw traditional activities</p> <p>7.4.4 give examples of family activities, gatherings and special celebrations and traditions</p> <p>7.4.5 understand the importance of kinship in creating identity</p> <p>7.4.6 participate in creating a healthy, holistic identity</p> <p>7.4.7 investigate the possible meanings and expressions of culture and identify why language is important to cultures</p> <p>7.4.8 understand that the Mi'kmaw language is related to some Aboriginal languages in North America</p> <p>7.4.9 express pride in the Mi'kmaw culture and worldview</p> <p>7.4.10 become aware of Mi'kmaw traditions and modern government processes such as the Grand Council and the Band Chief and Council</p>	<p>8.4.1 demonstrate respectful listening behaviours</p> <p>8.4.2 demonstrate the importance of the Mi'kmaw language to individuals, the school, and the community</p> <p>8.4.3 use traditional Mi'kmaw activities to express Mi'kmaw identity and worldview</p> <p>8.4.4 investigate the ways in which the Mi'kmaw culture is similar and in which it is unique from other cultures on P.E.I</p> <p>8.4.5 identify current practices, events, celebrations, traditions and sites associated with Mi'kmaw communities</p> <p>8.4.6 describe family activities, gatherings and special celebrations and traditions</p> <p>8.4.7 demonstrate they understand the importance of community in creating identity</p> <p>8.4.8 describe and explain their own holistic identity</p> <p>8.4.9 understand why maintaining culture is important to communities</p>	<p>9.4.1 demonstrate respectful listening behaviours</p> <p>9.4.2 respond with confidence in culturally appropriate ways to various audiences and situations</p> <p>9.4.3 practice and promote Mi'kmaw language and culture to all members of the school</p> <p>9.4.4 explain Mi'kmaw identity and worldview</p> <p>9.4.5 present stories and legends relating to Mi'kmaw culture</p> <p>9.4.6 describe traditional practices still in use today and current practices, events, celebrations and traditions associated with Mi'kmaw communities</p> <p>9.4.7 identify ways to form respectful relationships in a variety of formal and informal situations relating to home, family and the community</p> <p>9.4.8 describe and explain the importance of family and community in creating identity</p> <p>9.4.9 demonstrate respect for self, Elders, parents, all living things, and the surroundings by participating in activities working toward a healthy, holistic identity</p>



...continued

GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

SCOs (continued)

Grade 7	Grade 8	Grade 9
<p>7.4.11 express sensitivity towards others and demonstrate understanding that everyone is special, unique and able to succeed</p>	<p>8.4.10 demonstrate an understanding of communication prior to contact and examine how communication changed for them in post-contact times</p> <p>8.4.11 express an understanding of the Mi'kmaw worldview through a variety of media</p> <p>8.4.12 demonstrate understanding of the functions of the Grand Council, Band Chief and Council</p> <p>8.4.13 become aware of and demonstrate respect for a variety of cultures, human behaviours, experiences, emotions and ideas</p> <p>8.4.14 demonstrate the importance of characters associated with Mi'kmaw stories (or history)</p>	<p>9.4.10 demonstrate awareness and respect of a variety of cultures, human behaviours, experiences, emotions and ideas, including worldviews</p> <p>9.4.11 demonstrate and explain the ways in which modern communication media influences interaction among First Nations communities</p> <p>9.4.12 analyse Mi'kmaw traditions and modern government processes such as the Grand Council and the Band Chief and Council</p> <p>9.4.13 examine landmark court cases in a critical and analytical manner</p>





Two Feathers © Natalie Sappier



The Learning Environment

The Learning Environment

With the accelerating pace of change, today's students can no longer expect facts learned in isolation to equip them for life. Problem-solving, critical and creative thinking, and informed decision-making are essential for success in the future. The learning environment of Mi'kmaw Language Program must support the development of these critical attributes to prepare students to be lifelong learners and become active participants in their Mi'kmaq community, all the while respectful of their history and traditions.



Students participating in the Mi'kmaw Language Program come from diverse backgrounds and bring with them diverse experiences. An effective instructional environment must incorporate principles and strategies that support their diversity while recognizing and accommodating the varied learning styles, multiple intelligences, and abilities of individual students.

Appropriate instructional practices are fundamental to the establishment of an effective learning environment. Teaching approaches and strategies must actively engage all students in the learning process. Students must become involved in a wide variety of experiences that foster their development. The nature and scope of the Mi'kmaw Language Program provide unique opportunities to do this.

An effective learning environment must be

- student-centred
- inviting and inclusive
- respectful of diversity
- participatory, interactive, and collaborative
- engaging and relevant
- integrating
- challenging
- inquiry-based and issues-oriented
- reflective
- respectful of Mi'kmaw protocols, culture, history, traditions, values and worldview



To establish and maintain such an environment, teachers must

- recognize students as being intelligent in a number of different ways, and encourage them to explore other ways of knowing, both inside and beyond the classroom
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge and value the ways in which gender, ethnicity, race and culture shape particular ways of viewing and knowing the world
- incorporate new approaches, methodologies, and technologies with established effective practices
- have an extensive repertoire of strategies from which to select those most appropriate to the specific learning task
- use varied and appropriate resources to help students achieve the outcomes in a particular learning situation
- provide opportunities to integrate knowledge, skills, and attitudes
- provide repeated opportunities for reflection so that reflection becomes an integral part of the learning process

An effective learning environment ensures students' achievement by:

- enhancing students' understanding, knowledge, and valuing of their own heritage and cultural background
- emphasizing inquiry and discovery by students rather than teacher presentations of information, facts, and conclusions
- encouraging student responsibility for involvement and participation in the learning process
- providing students with direct and vicarious experiences and opportunities to develop and apply skills, strategies, and processes in real, purposeful situations
- teaching students how to process and act upon information about the world in a rational and critical manner
- encouraging the effective use of technology and community, media and print resources in appropriate situations

Effective Teaching

Mi'kmaw Language Curriculum teachers need to be reflective in planning, implementing, and evaluating instruction to ensure that the principles of learning are embedded within all curriculum explorations. Through a thoughtful approach to inquiry, teachers should model strategies to elicit and support critical and creative thinking, problem solving, reflection, and persistence.

Effective teaching emphasizes activities that call for real-life applications of knowledge using the skills, perspectives, and contents from many fields and disciplines integrated into the Mi'kmaw Language Curriculum. This course is integrative in its treatment of topics. For example, historical and traditional concepts and worldview are integral to all suggested activities.



The Mi'kmaw Language Curriculum encourages sensitivity by the teacher to cultural diversity, to consideration of opposing points of view, respect for well-supported positions, and a commitment to social responsibility.

Effective teaching and learning are resource-based and teachers as well as students can integrate information drawn from local and regional community resources; a variety of print, visual, and audio texts; information technologies (e.g., interactive software, the Internet, computer-generated and other databases); and from models and other three-dimensional representations.

Effective teaching structures the environment to support all students as active participants in a community of learners. Effective teachers encourage talk, collaboration, debate, reflection, application and action as students construct and integrate new meanings with previous understandings.

Effective teaching is an eclectic and empowered professional practice. The teacher, as an instructional decision-maker, selects from an array of instructional approaches in accordance with sound educational criteria. There is no one best method; rather, there is a method that is most effective in a particular situation, for a definite purpose, and with certain resources available.

The Language Classroom

Five Principles of Language Learning and Teaching

*(The principles presented below and the discussion that follows are reproduced from the **pan-Canadian Intensive French Program 2006**, with permission from the authors, Dr. Joan Netten and Dr. Claude Germain. Some of the content has been adapted to take into account the realities of the Mi'kmaw language classroom.)*

In the language classroom, the teacher is both a model and a facilitator. The teacher's role is to present new language items in authentic contexts, ensuring that pronunciation and intonation are appropriate to the learning situation or activity. Then, the teacher facilitates students' exploration of the language by providing ample opportunities for them to practice in authentic situations what they have learned. **Language learning takes time.**

In recognizing that the Mi'kmaw Language Curriculum will, in effect, be a second language acquisition for most students, the following five principles underlie the teaching and learning approaches that are fostered in this program.

1. Learning to communicate in a second language requires authentic communication.
2. Learning of languages for the purposes of communication is a development of literacy skills.
3. A task-based or project approach facilitates the use of cognitively demanding tasks.
4. Use of interactive teaching strategies increases linguistic proficiency and intellectual development.



5. Learning of a second language for the purposes of communication requires the development of “procedural” knowledge.

1. Learning to communicate in a second language requires authentic communication.

To develop communication skills, language must be used as a means of communication, and not presented as an object of study. Therefore, students need to use the language to interact, read, and write in authentic situations where they have something important (a message) to communicate (say).

Where possible, only Mi'kmaw should be used in the classroom as a means of communication and students should be exposed to a rich language environment. Time spent learning about language forms and structures is of limited value to the young beginning second language learner. However, students do need to spend time *using* the linguistic features of the language. Time in the classroom is better spent on providing students with a small number of structures and forms on a 'need to know' basis, which they then use and re-use in a variety of activities. In this way, students internalize the language needed to communicate and are able very quickly to participate in authentic communication in a spontaneous manner.

Considerable time ... is necessary to develop a skill. Developing a skill means developing procedural knowledge. Explicit knowledge of forms and structures is useful for reference purposes and, therefore, for conscious self-correction (such as in process writing). However, explicit knowledge of forms and structures (i.e., declarative knowledge) is not useful when engaging in authentic conversation. It is stored in a part of the brain that is located separately from procedural knowledge, and researchers report that there is little or no connection between the two areas. Explicit knowledge of the language, then, is not accessible quickly enough to be integrated into conversation. Furthermore, explicit knowledge cannot be turned into a skill. Only implicit knowledge can be internalized.

This means that the activities undertaken in the second language classroom need to be similar to those followed in the first language classroom. In the Mi'kmaw Language Curriculum students will be encouraged to discuss ideas, read stories, write poems or reports, interpret illustrations; in general, they perform all the tasks that help develop literacy.

2. Learning of languages for the purposes of communication is a development of literacy skills.

When languages (both first and second) are taught for the purposes of communication, the major focus of the instruction is on skill development. Students are engaged in activities that develop listening, speaking, reading and writing, and use the language for authentic communication tasks, focussing on the transmission of a message. The role of the teacher is to create the conditions within the classroom that enable all students to enhance their language skills.

Languages may seem different when they are spoken, or examined from the point of view of their surface features. However, the purpose of language is the same, no matter what the



language. Languages are used to communicate our thoughts, to analyze and structure our universe. This means that the cognitive processes underlying language use (generalizing, analysing, drawing inferences, etc.) are similar, no matter what language is being used. It also means that learning to use a language involves the development of certain cognitive processes that are similar across languages. In addition, the skills developed in one language can be used in another. Thus, the learning of another language for the purposes of communication contributes to the enhancement of first-language literacy skills and cognitive development related to literacy.

3. A task-based or project approach facilitates the use of cognitively demanding tasks.

In the Mi'kmaw Language Curriculum, where the means of learning the language is through participation in authentic communication that has significance for the learner, students are able to engage in intellectually demanding and interesting tasks, such as doing a survey and graphing the results, creating a poem, reading a fable. These activities enable students to enhance general cognitive development while learning Mi'kmaw. The Mi'kmaw Language Curriculum offers a transdisciplinary approach to learning the language, ... (therefore) cognitive development is anticipated. It is essential that the tasks undertaken in the Mi'kmaw language classroom are not centered on language structures and vocabulary development, but are cognitively challenging ones. Furthermore, as the students become able to communicate spontaneously, the tasks they engage in can increase in linguistic and cognitive complexity.

Cognitive processes are not developed in isolation, according to school subject. For example, Problem-solving is not developed only by studying science, or mathematics. It is also developed in activities undertaken in many different school subjects, including learning Mi'kmaw. It is the type of task that students are asked to undertake, not the subject matter, that determines, to a certain extent, the cognitive development that takes place. Although there are some cognitive processes that are specific to particular subjects, in general, cognitive processes are transdisciplinary in nature. Consequently, the Mi'kmaw Language Curriculum contributes to the enhancement of general cognitive development.

4. Use of interactive teaching strategies increases linguistic proficiency and intellectual development.

In the Mi'kmaw Language Curriculum it is essential to use strategies that permit students to interact, such as group work, projects, etc. The use of these interactive strategies is important in order to enable students to use Mi'kmaw in authentic communication. They also assist students to learn more effectively.

Cognitive development is not only enhanced by the type of activities in which the students engage, but also by interaction. Contrary to the idea of Piaget that cognitive and social development progress simultaneously, but separately, more recent researchers have concluded that social interaction actually enhances cognitive development. Therefore, by interacting in using Mi'kmaw, students are learning to communicate, but are also enhancing their general cognitive development.



5. Learning of a second language for the purposes of communication requires the development of “procedural” knowledge.

In the Mi'kmaw Language Curriculum, correct language structures are introduced as needed in each theme, and used and re-used in interesting and cognitively demanding authentic communicative activities. In this way correct language structures are learned implicitly and are internalized. In addition, implicit language knowledge is developed through reading stories, books and reference materials related to a topic.

Oral language use precedes written language use, although the two should be developed in close proximity, as there is a reciprocal relationship between them. Oral language use develops the structures of the language that are used both in speaking and writing. Students need to use and re-use language orally in order to proceduralize correct language structures. When doing oral work, the emphasis is on the correct use of language structures, so that students learn correct language forms implicitly. Language learned implicitly does not have to be learned explicitly, since the goal is to be able to communicate, not to analyse language forms.

Once students can use structures correctly orally, then they are able to use them when writing. Writing activities, which reuse the structures already learned implicitly and that focus on communicating a message, enable students to refine their language competence. When doing written work, the emphasis changes; language forms, such as suffixes, become important. These aspects of the language should be presented only when students are being prepared to write.

Communicating in a language requires both fluency and accuracy. Fluency is a skill that is developed through the emphasis on authentic communication and the expression of thoughts, feelings and ideas. Accuracy is also a skill, and is most effectively developed by repeated use of correct language forms in authentic communication. Accuracy is not just declarative knowledge. Declarative knowledge is not transformed into implicit competence. In this way a balance between accuracy and fluency can be achieved; both accuracy and fluency are developed simultaneously.

Since learning in the Mi'kmaw Language Curriculum is related to communicating ideas, opinions, emotions, and understanding a worldview, the experience of learning Mi'kmaw is both a literacy experience and an enriching educational one.

Language Teaching Strategies

The following pages provide an illustration of the language strategies that are proposed in this document. It is essential to understand that in the Mi'kmaw Language Curriculum, the focus must first be placed on **oral communication**. Only when students are at ease with communicating orally in a given situation is it then possible to move to reading (learned language only) and then to writing (oral – reading – writing).



Table 1 - Strategies for Teaching Oral Communication in a Second Language

GOAL	TEACHING STRATEGIES	APPLICATIONS	TEACHING STRATEGIES	APPLICATIONS
ACQUISITION OF IMPLICIT L2 (SECOND LANGUAGE) COMPETENCE.	<i>Input</i>	Modelling authentic sentences		Provide examples of authentic sentences that relate to the teacher's personal experience
	<i>Output</i>	Prompting repeated use of the modelled sentences, by adapting them.		<p>A. Question modelled sentences in order to prompt their adaptation, use, and reuse</p> <p>FLUENCY (skill)</p> <p>Encouraging connections to be made</p> <p>Prompt use of complete sentences</p> <hr/> <p>B. Interact with students and encourage them to interact with each other to prompt reuse of the language</p> <p>ACCURACY (skill)</p> <p>Correcting sentences and prompting their repeated use once corrected</p> <p>Provide spontaneous feedback: correcting sentences and prompting their repeated use once corrected</p> <hr/> <p>C. Check authentic listening, in interaction with students, to prompt reuse of the language</p>

J. Netten and C. Germain, August 2006



Table 2 – Strategies for Teaching Reading in a Second Language

GOAL	STEPS	TEACHING STRATEGIES	APPLICATIONS
Oral and cognitive development	PRE-READING	Contextualization	A. Question orally on the theme of a text to be read (personal life of the student)
Development of vocabulary		Anticipation	B. Brainstorm to anticipate the content (meaning) of the text
Development of comprehension	READING	Modelling	A. Read the text, questioning to check the meaning (compared with what was anticipated)
Sensitization to the following relationships - sound – graphic symbols - meaning – graphic symbols; Acquisition of reading strategies		Use	B. Have students read the text while identifying the relationship between sound and graphic symbols and meaning and graphic symbols
Development of accuracy		Correction	C. Correct: - point out the relationship between sound and graphic symbols - point out the relationship between meaning and graphic symbols
Oral and cognitive development; Sensitization to the relationships with oral and written	OTHER READING optional (different reading intention)	Modelling	A. Read the text, asking questions related to the reading intention (e.g.: find another ending to the story; words in the same family, etc.)
Development of reading strategies		Use	B. Have students read the text in relation to the reading intention
Development of accuracy		Correction	C. Correct
Development of reading skills	POST-READING	Reuse	Suggest activities, oral and/or written, relating to the theme of the text read

J. Netten and C. Germain, July 2006



Table 3 – Strategies for Teaching Writing in a Second Language

GOAL	STEPS	TEACHING STRATEGIES	APPLICATIONS
Oral and cognitive development	PRE-WRITING	Contextualization	Brainstorm for ideas to develop in the text to be written
Sensitization to the differences between oral and written language;		Modelling	A. Write the text on the chalkboard or whiteboard (collective writing), prompting observation of the differences between oral and written language
Acquisition of written grammar			B. and by prompting observation of cases specific to writing (capital letters, punctuation marks, agreement, etc.)
Cognitive development			C. Brainstorm to adapt the text personally by writing sentences or phrases on the board that the students can modify (I -- he/she)
Cognitive development and written grammar	WRITING	Use	A. Have students write the text, by adapting the modelled text written on the board
Cognitive development in relation to language structure			B. Prompt revision of the text for meaning
Development of accuracy		Correction	Prompt revision for format
Encouragement of communication	POST-WRITING	Dissemination	Suggest ways of posting, addressing, mailing, or publishing texts

J. Netten and C. Germain, July 2006



Mi'kmaw, Language of Communication

*(The discussion that follows is taken from the **pan-Canadian Intensive French Program**, with permission from the authors, Dr. Joan Netten and Dr. Claude Germain. Some of the content has been adapted to take into account the realities of the Mi'kmaw language classroom.)*

In the classroom, it is important for the students to express themselves in Mi'kmaw. That is why the teacher must use only Mi'kmaw in class (except perhaps during the first few lessons). Beginning with the second day, the teacher always speaks in Mi'kmaw and encourages the students to speak in Mi'kmaw as much as possible as well. From the very start, a Mi'kmaw-speaking atmosphere should be created in the classroom. For that reason, every day during the first few weeks, the teacher must provide the students with the sentences or structures they need to communicate in Mi'kmaw. The students then need to be encouraged to use these every day; that way, they will come to use the language spontaneously.

With that in mind, the teacher must develop routines that are used practically every day, especially at the start of the class. For example, every morning, the teacher begins with the usual greetings and asks the students questions about the date and the weather, then gradually introduces the time and the schedule for the day. Little by little, the students themselves begin to ask questions about these topics: for example, one student plays the role of the teacher and asks the other students questions about the date, the weather, etc.

At the beginning, the students learn to express themselves in Mi'kmaw to refer to strictly school-related things (notebooks, pencils, ruler, etc.). As it becomes necessary when teaching various themes, the teacher uses gestures, objects, or drawings, as required, to ensure that the message is understood.

Here are a few suggestions for encouraging the use of Mi'kmaw in the classroom right from the first few days. Additional suggestions and transliterations may be found in Appendix O.

Speaking Mi'kmaw to begin the class

From the very first days, a routine should be established to begin the class by greeting one another and talking about the date, the weather, and, perhaps, the school timetable. As a means of conditioning, the daily routine is an ideal time to build the students' confidence for speaking Mi'kmaw in the activities to follow.

Greetings

- ◆ Begin the class by greeting the students, for example:

T:	Good Morning.	<i>Weli eksitpu'k.</i>
	How are you?	<i>Me' taleyin?</i>
	What's going on today?	<i>Tali-aq kiskuk?</i>



At first, encourage the students to respond with simple phrases, such as:

S:	Good Morning.	<i>Weli eksitpu'k.</i>
	I'm fine.	<i>Nin weley.</i>
	Everything is going fine.	<i>Msit koqwey wela'sik.</i>

Gradually, so their responses are as authentic as possible, the students will need to be given phrases that will enable them to say that ***I'm not feeling great.***

I'm not feeling great.	<i>Mu piامي wleyu.</i>
I'm sick.	<i>Kesnu'kweyi.</i>

- ♦ Teach the students how to take their leave, for example:

S:	See you again tomorrow.	<i>Ap nemultes sapo'nuk.</i>
	See you on Monday.	<i>Nemultes Amkwesewey.</i>

The date

- ♦ Using the class calendar, gradually present or review the days of the week and the months, followed a little later by the seasons and then numbers. For example:

T:	What is the day today?	<i>Koqwey na'ku kiskuk?</i>
	What is the date today?	<i>Tasu'knit kiskuk?</i>

When the students write in their journal or notebook, ask them to write the date in Mi'kmaw.

- ♦ Ask each student to give his or her birthdate and mark it on the class calendar.

When is your birthday?	<i>Tale'k apjipunan?</i>
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- ♦ Teach them a Mi'kmaw birthday song.

Weli ajipuna
Weli ajipuna
Weli ajipuna (name of student)
Weli ajipuna



- ◆ After about three weeks, the students can be asked:

What was the date yesterday?	<i>Tasu'kuniksip wla'ku?</i>
What was the weather like yesterday?	<i>Tali kiskiksip wla'ku?</i>

A few weeks later, the students can be asked:

What will the date be tomorrow?	<i>Tasu'kuni'tew sapo'nuk?</i>
What will the weather be like tomorrow?	<i>Tali- kiskiktew sapo'nuk?</i>

Then, at the beginning of a week, get students who have gained some level of confidence to talk about what they did on the weekend, for example:

S: I went to visit my grandmother.	<i>Api mittu'kalk nukumi'j.</i>
I watched television.	<i>Ankattemap T.V.</i>
I went swimming.	<i>Teki'smiap.</i>

At the end of a week, get students who have gained some level of confidence to talk about their plans for the weekend, for example:

S: I am going to play hockey.	<i>Naji mila'sites aq'ki.</i>
We are going swimming.	<i>Naji teki'smulti'ek.</i>

The weather

- ◆ At the beginning, ask simple questions about the weather, for example:

T: Is the sun shining?	<i>Na'ku'setewik?</i>
Is it cold?	<i>Teke'k?</i>
It is snowing today?	<i>Pesag kiskuk?</i>

Later, ask open-ended questions, such as:

T: Can you tell me about the weather today?	<i>Ki's tlimi'tes ta'n teli kiskik kiskuk?</i>
--	--

- ◆ Ask the students to write in their journal or notebook a sentence about the weather, after having written the date, for example:

Today, it's cold and there is no sun.	<i>Kiskuk teke'k aq mu na'ku'sete'wi'knuk.</i>
---------------------------------------	--



Daily Schedule

- ◆ Present or review how to tell time. Then ask questions about the daily schedule, for example:

T:	At what time is break- (recess)?	<i>Tanu'k nenki'tamk?</i>
	At what time is math class?	<i>Tale'k mawkilja'timk?</i>

Use the students' responses to write down the schedule for the day on the board, for example:

8:15	Arrival	<i>Peytamk</i>
8:30	Breakfast	<i>Eskitpu'kewey</i>
8:45	Prayers	<i>Al'sutimamk</i>
9:00	Reading	<i>Ekil'ja'timk</i>
9:30	Writing	<i>Ewi'kaka'timk</i>
10:15	Recess	<i>Nenki'tamk</i>
10:30	Math	<i>Mawkilja'timk</i>
11:00	French	<i>Weju'wi'simk</i>
	Mi'kmaw	<i>Mikmewi'simk</i>
12:00	Lunch	<i>Mewlia'kwa'talultimk</i>

Gradually encourage the students to talk about other courses and their preferences, for example:

T:	Where do you take your Phys. Ed. lesson?	<i>Tami etli-iltaqasulti'oq?</i>
	What's your favorite subject?	<i>Koqwey ki'l mawi'ksatmen ke'kinmamasim?</i>

- ◆ Ask the students if they have all they need to participate in the day's activities, for example:

T:	Have you got a pencil?	<i>Ke'kunmen ki'l ewi'ki'kemkewey?</i>
	Have you got an eraser?	<i>Ke'kunmen ka'sa'te'kemkewey?</i>
	Have you got scissors?	<i>Ke'kunmen temit'ke'kn?</i>

- ◆ At the beginning of each week, refer to a chart indicating the classroom tasks and find students who will be responsible for them, for example:

I'll erase the board.	<i>Kusa'tu ewi'ki'kmewey.</i>
I'll hand out sheets.	<i>Ali-ikmue'ttes wi'kati'kney.</i>
I'll put things away.	<i>Masko'teyi'tes.</i>
I'll take roll call.	<i>Ankama's ta'n wen eyk.</i>



- ♦ Ask the students to describe what they do before arriving at school, for example:

S:	I get up at 7:30 a.m.	<i>Menjay'ap 7:30 a.m.</i>
	I have breakfast at 8:00 a.m.	<i>Eksitpu'ka'talk ukmultjin tes ajiet je ta'pu'wisq je na'n.</i>
	I leave the house at 8:25 a.m.	<i>Naq'tm ni'k 8:25 a.m.</i>

Speaking Mi'kmaw to Manage the Class

- ♦ Use the expressions needed to manage the class and, once students are at ease with the orders orally, post them on the classroom walls, for example:

T:	Silence, please.	<i>Wantaqtek, tew'ji wlma'tun.</i>
	Hurry up!	<i>Tetaqa'si!</i>
	Would you close the door?	<i>Ke'tu apisqa'tu kaqan?</i>

- ♦ Teach the students how to ask a question or request permission and, once students are at ease with the orders orally, post these expressions on the classroom walls, for example:

S:	Could you lend me a pen?	<i>Ki's mqa'tu'wi'tes pi'kun?</i>
	May I go to the washroom, please?	<i>Kisi aqua'sites?</i>
	May I get a drink of water?	<i>Kisi nmiska'tes samkwan?</i>

- ♦ Take advantage of certain incidents to gradually develop classroom rules, for example:

	I arrive on time.	<i>Pe'kisn.</i>
	I wait for my turn to speak.	<i>Keskma' ta'n tujiw kisi klu'sites.</i>
	I keep the classroom neat.	<i>Waqamte'j.</i>

Write these rules on a poster and put it up in the classroom.

Speaking Mi'kmaw to carry out activities

- ♦ Give instructions in Mi'kmaw, for example:

T:	Repeat, please.	<i>Ke ap tlu'a.</i>
	Put your things away, please.	<i>Masko'tu ku'tapson.</i>
	Now, you're going to work in groups.	<i>Niktuko'tasi.</i>



- ♦ Show the students how to ask for clarifications or help, for example:

S:	I don't understand. Would you repeat that, please?	<i>Mu nestu tlu'e Ke ap tlu'a?</i>
	I don't know how to say ...	<i>Nata tlu'ew ...</i>

- ♦ Show the students how to speak Mi'kmaw during group work, for example:

It's my turn.	<i>Ni'kanayi.</i>
I agree/I'm ok with that.	<i>Ni'n welte'tm/Teli'ag ta'n telue'n.</i>
Good idea.	<i>Kelulk ta'n teltasin.</i>
Pass me the book.	<i>Juku'ne'n na wikatikn.</i>
We've won!	<i>Wete'kaqa'ti'kw!</i>

- ♦ Take advantage of certain situations to encourage the use of expressions that meet immediate needs, for example:

S:	I don't have a pencil.	<i>Mu kekuna'q wi'ki'kn.</i>
	I forgot my notebook at home.	<i>Awanta'sianek ntwi'katikn ni'knaq.</i>

Practical Suggestions

(The discussion that follows is taken from the **pan-Canadian Intensive French Program 2006**, with permission from the authors, Dr. Joan Netten and Dr. Claude Germain. Some of the content has been adapted to take into account the realities of the Mi'kmaw language classroom.)



Listening and Speaking

Strategies for Avoiding the Use of English

Maintaining Mi'kmaw as the language of communication is very challenging. It can become particularly problematic when using new materials for the first time and when presenting new topics. There are many strategies that teachers use instinctively to ensure students' comprehension, and there are other strategies that necessitate more planning. The following is a list of strategies to avoid lapsing into English with students:

- ◆ **Provide examples of new vocabulary from students' experiences.** If you use the word "maqa'sn" for example, name a store and ask students to give other local examples, e.g.,

Sobey's is a store.	<i>Sobey's na maqa'sn.</i>
Who can name another store?	<i>Wen kisi wi'tettew ektek maqa'sn?</i>
Yes, that's right. Wal-Mart is another store.	<i>E-e na tleyi aq. Wal-Martik na ap ektek maqasun.</i>

- ◆ **Rephrase meaning in different ways using alternative phrases or synonyms.** If, for example, you want students to name some individual sports, you might say,

Who can name an individual sport? A sport that only one person does?	<i>Wen ki's wi'tettew ne'wte milatimkewey?</i>
--	--

- ◆ **Use graphic organizers to aid in comprehension.** If you are doing a unit on food, write the three meals of the day at the top of the chart paper.

Breakfast	<i>Eksitpu'kewey</i>
Lunch	<i>Mewlia'kewey</i>
Supper	<i>Wlo'qa'talutimk</i>

Ask students, for example, what they ate. A student might say:

I ate eggs this morning	<i>Malku'temenn wa'wl eksitpu'k</i>
I ate bread	<i>Malku'tem pipnaqan</i>

- ◆ Other graphic organizers can be used in more complex and meaningful ways.

General Suggestions

Incentives used by some teachers to encourage students to speak Mi'kmaw include:

- ◆ **Student of the week** is the student that the teacher and/or the class judges has progressed the most that week. It is a big confidence booster as often the student of the



week is one of the weaker students. A certificate can be presented to the student and displayed on the classroom bulletin board for a week.

- ♦ **Conversation period.** One 30-minute period may be allotted from time to time as a conversation period. Two students are scheduled to be “in charge” of this time. They act as the teacher. They plan games, skits; they teach a new song, etc. It gives them some independence and helps them to become accustomed to speaking in front of a group.
- ♦ **Use of familiar vocabulary and structures.** Make a conscious effort to use words and expressions students have already learned. This facilitates comprehension, and students see how a word is used in different contexts.
- ♦ **Encouraging students to listen for the gist of a message.** Explain that they should not get hung up on understanding every word.

Many opportunities to use these strategies arise spontaneously out of day-to-day interaction within the classroom. Other strategies involving charts, diagrams, role cards, acetates, instruction charts, language models and models of final projects, etc. require advanced planning. It is useful to take time when planning your daily lessons to ask yourself, “How am I going to present this lesson entirely in Mi’kmaw?” In this way, you will have your strategies on hand, rather than struggling with the problem, as the lesson is in progress, at which time you may risk switching into English.

It is imperative in the Mi’kmaw classroom to initiate a “Mi’kmaw only” policy. Students will come to accept that the teacher will be using only Mi’kmaw in the classroom. Some teachers like to post signs in the doorways of the classroom to remind students

Here we speak Mi’kmaw - *Tett Mikmawi’sultimk*

Mi’kmaw music playing as students enter the class can reinforce this idea as well. Talk to students in Mi’kmaw at all times (in the hallways, on the school grounds, in the community, etc.). In this way, the teacher becomes their Mi’kmaw language model and classroom interaction in Mi’kmaw will become more natural.

Classroom Activities

- ♦ **Develop a routine** for asking the date, about the weather, taking attendance, etc. This routine creates an atmosphere for success as students can anticipate the activity and it becomes familiar to them. Students can take responsibility for leading this morning activity.
- ♦ Create a set of rhymes or tongue twisters as part of the daily routine. Tongue twisters are always great motivators and do not need to be complicated (e.g., Did you ever see a dog carrying a log? -- *Ki’s nemit l’muj pema’toq kmuj’j?*)
These can be done at various speeds, or perhaps directed by a member of the class (e.g., Louder - Kintewo’kwey, Faster or more quickly - *Teta’qeyi aq weskkayi*, etc.). One teacher had a series of these that the class had memorized. She assigned a number to each one.



Each morning she would say a number and the class had to say the appropriate tongue twister as quickly as possible.

- ◆ Have the students **sing in rounds**. This helps students work as a group and to forget inhibitions as they try to out-sing the other group.
- ◆ Choose a **simple phrase**, such as *Ki's nemit l'muj pema'toq kmu'j*.

The class repeats the phrase by following instructions: Louder - Kintewo'kwey, Faster or more quickly - Teta'qeyi aq weskkayi, Softer – Sankwo'kwey, Like a mouse - Stege apikji'j, etc.

- ◆ Action poems or songs get students moving and reduce inhibitions. Even games like *Simon says...* work well.

Games to Develop Oral Communication

This section includes activities and games that can be adapted to fit into a variety of themes. It is important to incorporate games in the classroom. Some are chosen to contribute to the achievement of the desired learning outcomes and some games are chosen for “fun”.

- ◆ **Charades.** Mime phrases written on paper that students must act out, e.g., I am eating an apple - *Ni'n etl'tm wenju'sun*. As the student mimes the activity the class tries to give the whole sentence, e.g., He/She is eating an apple - *Nekm etl-tk wenju'sun*.
- ◆ **Dub the Film.** The students watch a short scene from a film (with the volume turned off). Give students roles to play and they create a voice-over for the scene.
- ◆ **Group Pictionary®.** Divide the class in two groups. Group 1 sends a representative to the teacher. They look at a word and their team gets one minute to guess the word as they draw it. If they succeed they get a point. The next team then does the same.
- ◆ **The Magic Circle**

1. On one side of the card, write the number 1 in black. On the reverse side, put a question mark in the top right-hand corner, write the number 5 in red.
2. On a second card, write the number 2 in black. On the reverse side, put a question mark in the top right-hand corner and in the centre, write the number 11 in red.
3. On a third card, write the number 3 in black. On the reverse side, put a question mark in the top right-hand corner and in the centre, write the number 8 in red.
4. Continue according to the following pattern until the card with number 20 is complete.

1 – 5	3 – 8	5 – 19	7 – 16
2 – 11	4 – 13	6 – 2	8 – 14
9 – 12	11 – 15	13 – 18	15 – 3
10 – 1	12 – 4	14 – 17	16 – 9
17 – 7	19 – 6	18 – 20	20 – 10



5. Distribute the cards ensuring that every student has at least one card. All the cards must be distributed so some students might have more than one card. If there are more than 20 students, make cards to equal the number of students following the model above.
 6. Instruct the students to place the cards on their desk with the black numbers up.
 7. The teacher starts the game by asking for one of the numbers e.g. *Who has number 3? Wen ke'kunk 3 ekiljemk?* The student who has the number 3 in black will answer, I have number 3 *Ni'n ke'kunm 3* turns the card over and asks for the number on the back of the card, Who has number 8? *Wen ke'kunk 8 ekiljemk?*
 8. The student with the number 8 replies, etc. The game continues until all the cards have been used. It will end with a student asking for the original number that the teacher asked for.
 9. You can keep track of the time it takes to complete the game and try to beat that time. You can then have a student ask "Who had number 8 *Wen ke'kunkis 8 ukmuljin ekiljemk?*" The student who had that number answers with a full sentence "I had number 8. Who had number...? *Ni'n ke'kunmap. Wen kekunkis?*" and so on.
 10. Variation: The numbers can be replaced by questions with appropriate answers.
- ♦ **Mock interviews.** An interviewer is chosen. He/she then chooses an interviewee and has three minutes to find out as much information as possible.
 - ♦ **Where is...?** This activity reinforces prepositions. A small group of students go to the back of the class and arrange themselves. The rest of the class is given thirty seconds to study the arrangement. They turn to face the teacher in front and do not look at the « scene » again. The teacher asks questions such as "Where is Paul? *Tami eyk Poli'kap?*" From memory of the scene, a student raises his/her hand to give a sentence, e.g., "Paul is between Mark and Susan. *Poli'kap kaqmit miawe'k Mark aq Susana.*" This can be just for fun or scores can be noted. The group at the back can be changed for the next round or the existing group can re-arrange themselves. This can be more challenging since it's more difficult for students to remember where the people were in each round. A good idea is to have a student lead the activity.
 - ♦ **Answer and carry out the action.** Use a concentration board with numbered pockets. Each pocket contains a question related to the theme. On the back of the card is an instruction for what the person should do if the answer is right: sing a song, *Ektapeki'ey*, clap your hands, *Titaya'n n'pitn*, etc. Students choose a card and ask questions of each other or the game can be played with the students as one team and the teacher as the other team.



- ♦ **Rhyming word relay.** The teacher gives a word. A student must provide a word that rhymes with the teacher's word, and then give a word of his/her own. A classmate must provide another word that rhymes and then give a different word. Thus, the chain continues.
- ♦ **Talk show.** A student takes the name of a talk show host, introduces himself/herself, the guest and then does a short interview, e.g.,

Ekkian: *Weli eksiptuk, ni'n teluisi Ekkian. Kiskuk, pu'aluloq wlteskuanew ni'tap peji- mittu'kwet.*

The host then proceeds with familiar questions like

Ekkian: *Tlim ta'n teluisin.*
Tuma'j: *Ni'n teluisi Tuma'j.*
 etc.

After 2-3 minutes the "audience" is allowed to ask questions. Sometimes even the guests take on another persona, if they know some details about the person.

- ♦ **Variation 1: Hollywood Squares.** Choose nine "celebrities" from the class. The students decide who they want to be. Ask them questions related to the theme. The student who asks the question decides if he/she agrees with the answer.
- ♦ **Variation 2: Interviews.** Students interview each other. Use a TV talk show style with questions from the audience and interview of a famous person. One student takes on the persona of the interviewer and the other, the famous person.
- ♦ **Three-headed storyteller.** Three students link arms and tell a story, each contributing one sentence in turn. As the story becomes longer it takes many twists and turns and requires a real language thought process.
- ♦ **Twenty questions** (adapted to a theme). To begin, the teacher thinks of a person, thing, etc. Students get a chance to ask up to 20 questions that can be answered by Yes and No - *E-e kisna moqwa*. If they have not identified the object after twenty questions there is a point for the teacher. If they have, they receive a point for the class. The student who guesses the mystery person, thing, etc. can then take the teacher's place and think of a person, thing etc. to be guessed by the class. *Variation:* Divide the class into two teams and have a student lead the game.
 - ♦ Variation 1: Twenty questions for review or warm-up. Start with Questions - Pipanimkeweye'l

Does he/she wear glasses?	<i>Neske'kl wk-pukukal?</i>
Does he/she have a red shirt?	<i>Mekwe'litl wka'tleyi'ml?</i>



- ◇ I'm thinking of an animal.

I am thinking of an animal.	<i>Etli-anki'telmk wi'sis.</i>
It is a big animal.	<i>Wla na meskikl wi'sis.</i>
It can be black or brown.	<i>Kisi maqtawe'ktew kisna tepkuanamuksitew.</i>

The possibilities are as broad as class discussions have become.

- ◇ **Variation 2: Twenty questions** (for beginning of the year). The teacher thinks of a theme-related thing, person, etc. He/she gives up to 20 hints one at a time. If a student guesses the answer, the class receives a point. If not, the teacher gets a point. Students could lead the activity and choose a person or thing to be guessed but they would have to develop their 20 questions first.

Reading Comprehension

Here are some suggestions for reading that can be used in the classroom.

- ◆ **Acting out the ending** – Once the student's confidence is established in the area of reading comprehension, a good way to incorporate oral production and verify comprehension is to read part of a story to them and divide them into groups to act out a fitting ending for the story. Then the teacher reads the ending of the story to the students.
- ◆ **Journal reading.** Students read each other's journals to small groups or the entire class. There needs to be a purpose for the students to listen to the reading.
- ◆ **Make a mobile** – This is an alternative to typical book reports. Students answer book-related questions (e.g., title, setting, characters, plot, ending, etc.) but write the responses on separate pieces of paper, which can or cannot be provided for them. The children bring in a hanger from which they hang their responses with thread. This is a very versatile activity and can also be used to display a character sketch or different examples of poetry.
- ◆ **Paired book reading.** Prepare a paired book reading in which two students help each other practice a book that they have already read in class. Then they read in turn to each other. Supplementary activities may include asking each other questions on the book, peer correction of pronunciation, etc. The book can then be read by the students to the whole class. There needs to be a purpose for the students to listen to the reading.
- ◆ **Penpal/epal letters.** Students summarize information from their penpals/epals, and then share it with the class. This activity enables all members of the class to get to know each other's penpals/epals.



- ◆ **Read a book to the class.** The teacher will choose students or have students volunteer to read a book to the class or group. There needs to be a purpose for the students to listen to the reading.
- ◆ **Read a song.** A student reads part of the lyrics of a song and the rest of the class try and guess the name of the song or the next line of the song.
- ◆ **Reverse gender reading.** The girls read the male roles and the boys read the female roles.
- ◆ **Scavenger hunt.** Students are given partial sentences, and they must find the remainder of the sentence in a specific book.
- ◆ **Spot reading.** Students work in groups of 4 or 5. Each student receives a copy of a story (length depends on the ability of the students). Students are given a few minutes to read this story in their groups. One group begins reading the story to the class in unison. To ensure the other groups are paying attention, the teacher will randomly select the groups to read. The teacher stops a group at any point in the story and assigns another group to continue reading the story. Continue until the story is finished and all groups have read at least once.
 - ◇ **Variation: adaptation.** Tell each group which section they will be reading and have them practice their section in advance. To ensure that the other students are paying close attention, after each group finishes reading, students ask 2 questions (to the next group or any group) about the section they just read. This activity works well with weaker students.

◆ **T.V. screen activity**

Materials required:

- ◇ 8.5 × 14 paper
- ◇ cardboard box
- ◇ 2 rolling pins
- ◇ tape
- ◇ paint

Students either make up their own story with illustrations/text written underneath or use a known story and redo it in their own words/pictures. Using 8.5 × 14 paper, draw and color illustrations matching written text. When the story is completed, tape the paper together and stick and roll it on the rolling pins. The cardboard box needs 4 holes (2 each side) for the rolling pin handles and the front to be painted as a T.V. screen. As you roll/turn the pins, the story and illustrations appear page by page.

- ◆ Read a book at home and record the name and author in an exercise book.
- ◆ **Buddy reading:** Using some of the simpler books in the classroom library, partners or small groups prepare a “Mi’kmaw Reading” of the book for the kindergarten or grade one class. This activity allows the student to play the role of the teacher.



- ◆ **Choral reading:** The reading may be done as choral reading (reading the book aloud in unison).
- ◆ **Readers' theatre:** Students become the characters in the book and every time that character speaks, they read that part. The reader(s) could prepare post-reading questions or a quiz for the class. Alternately, small groups of students can take turns reading a page and then quiz the group on what they just read.
- ◆ Using materials found at home or elsewhere (posters, food containers, brochures, etc) the students prepare a presentation on their "find". The presentation may be in the form of a written report, a "personalized" version of the item, or a class presentation.
- ◆ Teams in the class are given a list of Mi'kmaw phrases found at home or elsewhere. They are given a certain number of days for the team to find where the phrases are situated in the town. This helps them become aware of Mi'kmaw in their own environment.
- ◆ Songs and poetry provide a great source of fun while developing reading abilities. They allow for anonymity in the class and are also good oral practice for pronunciation. These could also be included as part of a school assembly or Christmas concert.
- ◆ Utilize readers for assemblies, concerts, etc. The duties of the Master or Mistress of Ceremonies often require a lot of practice and repetition. Encourage the school to include Mi'kmaw to make all concerts and assemblies bilingual.
- ◆ **Dramatic interpretations:** Students interpret the book and do a screen play.
- ◆ A learning centre could be developed around reading a book. When all of the students have completed the learning centre, the teacher could discuss the book with the class.
- ◆ A Mi'kmaw speaker from the community could come in and read a story to the students.

Writing

The following is a list of suggestions for writing activities. Variety is an essential element in successful writing in the classroom. Students will produce a variety of types of writing for presentation.

Ensure that writing is always done for a purpose and is meaningful. When writing becomes a method of communication, students will progress more quickly at acquiring writing skills.



- ◆ **Creating paragraphs.** Students write a paragraph about a picture from a magazine or calendar. The writing can be done individually, in pairs or small groups). An alternative might be to provide a list of 8-10 related words that have to be used in the paragraph. Students then read their paragraph to others.
- ◆ Have students write with a partner or in a small group. The final product may include illustrations, etc. that will allow weaker writers to add ideas.
- ◆ Create small, simple books for colours, counting, animals, etc. Do this with a younger audience in mind (e.g., books to be read to younger grades). It allows for repetitive use of language, reinforcement of particular structures, and utilization of various student talents.
- ◆ Create a large group research paper. Brainstorm questions about the topic. Ensure that there are an adequate number of questions for each person in the class to be assigned one. Each student does the research on his/her question that is later compiled into a larger book.
- ◆ Students write simple dramas with presentation to an audience in mind. The final dramatic presentation may be done for other grades, in concerts or on video.
- ◆ Develop pen pal systems through visits, exchanges or email contacts. Pen pals are a very meaningful, real-life activity that focuses on the message.
- ◆ Encourage students to include pictures, drawings or photos in their texts.
- ◆ Write about events happening around the school. Students can write articles for the school newspaper, create posters for around the school advertising upcoming events, labeling locations in Mi'kmaw, etc.
- ◆ Create a brochure for a favorite place or event.
- ◆ Plan a tour for a favorite musical group.
- ◆ Create individual or small group versions of favorite class songs, Mi'kmaw poems or legends.
- ◆ Incorporate the use of cooperative projects that combine contributions from each student. Group work is usually motivating for students.
- ◆ Publish anything that can be published. Students love to « show off » bound work.



Writing games

- ◆ **Co-operative Crossword Puzzles.** Students work in groups of 4. For each word in the puzzle, each person in the group has a different clue. All clues are needed to solve the puzzle. By orally sharing their clues, they solve the puzzle as a group.
- ◆ **Sentence Writing.** Divide the class into pairs. Each partner picks four words randomly from a bag of vocabulary (nouns, verbs, adjectives, etc.). They have two minutes to create the best sentence they can using all the words in the sentence.
- ◆ **Spelling.** Divide the class into two or three teams. As the teacher calls out a short sentence (related to the theme), the first person in each team runs to the board. The first team to have written the sentence correctly gets a team point.
- ◆ **Statues.** This activity reinforces prepositions. Divide the class to make two groups. One half arranges themselves in a tableau style in front of the class, e.g., on chairs, behind the desk, under a seat, near the door, etc. When they are ready they say “Where are we? *Tami eyumk?*” The others have 2 minutes to raise their hands and say or write sentences describing the scene, e.g., “Paul is sitting. *Pemko’pit kutpu’iktuk.* Paul is behind the desk. *Kaqamit wkte’jk patawiktuk.*” After five minutes count the sentences for points. It is now the other team’s turn.
- ◆ **Story Writing.** Each student writes a page of a book related to the theme or an experience they have had as a class. Group story writing always provides longer, more detailed stories. Presentation to the class of their stories is fun.

Poetry

Develop a model at the beginning with the students using the following types of poetry:

Acrostic

Kitpu

Kopit

Jujiji’j

Te’plj

Plawe’j

Plamu



Tanka

Wasu'ekl

Wasu'ekl na mawi
Welamu'kl aq weljema'ql
Msit tami etli-kwe'kl wasue'kl
Aq mili'kl

Quintil

Form:

Person or thing
Quality + quality
Action + action + action
Phrase
Synonym or example of the person or thing

Sample:

Mall-ee-a'n
Welma'toq , Kise'k
Eli'sawet, wesu'ka'ti'get, mijit
Maliann na kelu'sit ni'tape'sqw
Maliann na n'su'kwis
E'pit

♦ Haiku

Form:

5 syllables
7 syllables
5 syllables

Sample:

Wa'pek mi'awji'
Aq pu'kna'kwik wnji'
Aq ke'sipi'et

♦ Collective Poems

Create long, intricate poetry as a class. Each student writes a 2- to 4-line stanza about the topic. These stanzas are all combined to create a long detailed poem that the students are proud to show as "their" work.





Birds Speaking © *Natalie Sappier*





Cooperative Learning Strategies



Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. Cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together here.)
- know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

Why use Cooperative Learning?

Research has shown that cooperative learning techniques:

- promote student learning and academic achievement
- increase student retention
- enhance student satisfaction with their learning experience
- help students develop skills in oral communication
- develop students' social skills
- promote student self-esteem



Five Elements of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. Positive Interdependence

(sink or swim together)

The efforts of each member of the group are necessary and indispensable for group success
Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.



2. Face-to-Face Interaction

(promote each other's success)

Orally explaining how to solve problems
Teaching one's knowledge to others
Checking for understanding
Discussing concepts being learned
Connecting present with past learning



3. Individual

&

Group Accountability

(no hitchhiking! no social loafing)

Keeping the size of the group small.
The smaller the size of the group, the greater the individual accountability may be.

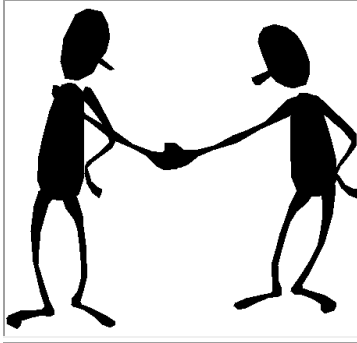

Giving an individual test to each student.

Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.

Observing each group and recording the frequency with which each member contributes to the group's work.

Assigning one student in each group the role of checker. The checker asks



<p>other group members to explain the reasoning and rationale underlying group answers. Having students teach what they learned to someone else.</p>	
<p>4. Interpersonal & Small-Group Skills Social skills must be taught: Leadership Decision-making Trust-building Communication Conflict-management skills</p>	
<p>5. Group Processing Group members discuss how well they are achieving their goals and maintaining effective working relationships. Describe what member actions are helpful and not helpful. Make decisions about what behaviors to continue or change.</p>	

Class Activities that use Cooperative Learning

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development. For resources and professional development information on Kagan Structures, please visit: www.KaganOnline.com

1. Jigsaw - Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups, the original groups reform and students teach each other. (Wood, p. 17) Tests or assessment follows.



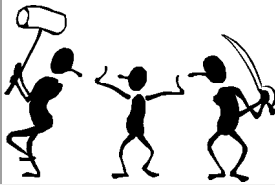
2. Think-Pair-Share - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.



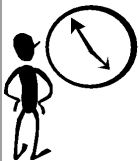
3. Three-Step Interview (Kagan) - Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.



4. RoundRobin Brainstorming (Kagan) - Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.



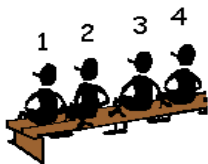
5. Three-minute review - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.



6. Numbered Heads Together (Kagan) - A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally



answer the question. Teacher calls out a number (two) and each two is asked to give the answer.



7. Team Pair Solo (Kagan) - Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.



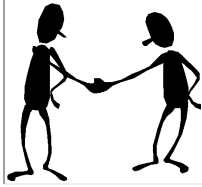
8. Circle the Sage (Kagan) - First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.



9. Partners (Kagan) - The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor



teammates. Team reviews how well they learned and taught and how they might improve the process.



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Dancing © Natalie Sappier





Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered.

Assessment and evaluation are essential components of teaching and learning. Without effective assessment and evaluation, it is impossible to know whether students have learned, whether teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

Teacher-developed assessments and evaluations have a wide variety of uses, such as

- providing feedback to improve student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting the needs of guidance and administration personnel

Assessment

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information, including

- formal and informal observations
- demonstrations
- exhibitions
- investigations



- interviews
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questioning
- performance assessment
- peer- and self-assessment

Evaluation

Evaluation involves teachers and others in analysing and reflecting upon information about student learning gathered in a variety of ways. This process requires

- developing clear criteria and guidelines for assigning marks or grades to student work
- synthesizing information from multiple sources
- using a high level of professional judgment in making decisions based upon that information

Reporting

Reporting on student learning in Mi'kmaw language class should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have a special responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, and phone calls.



Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. *Principles for Fair Student Assessment Practices for Education in Canada* (1993) articulates five basic assessment principles.

- Assessment strategies should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment strategy used and be consistently applied and monitored.
- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment that ensures that the best interests of the student are paramount. Assessment informs teaching and promotes learning. Assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes. Assessment is fair and equitable to all students and involves multiple sources of information.

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what she/he knows and can do.





Pipe Ceremony © *Natalie Sappier*



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MKQW 7 Suggestions for Teaching and Learning





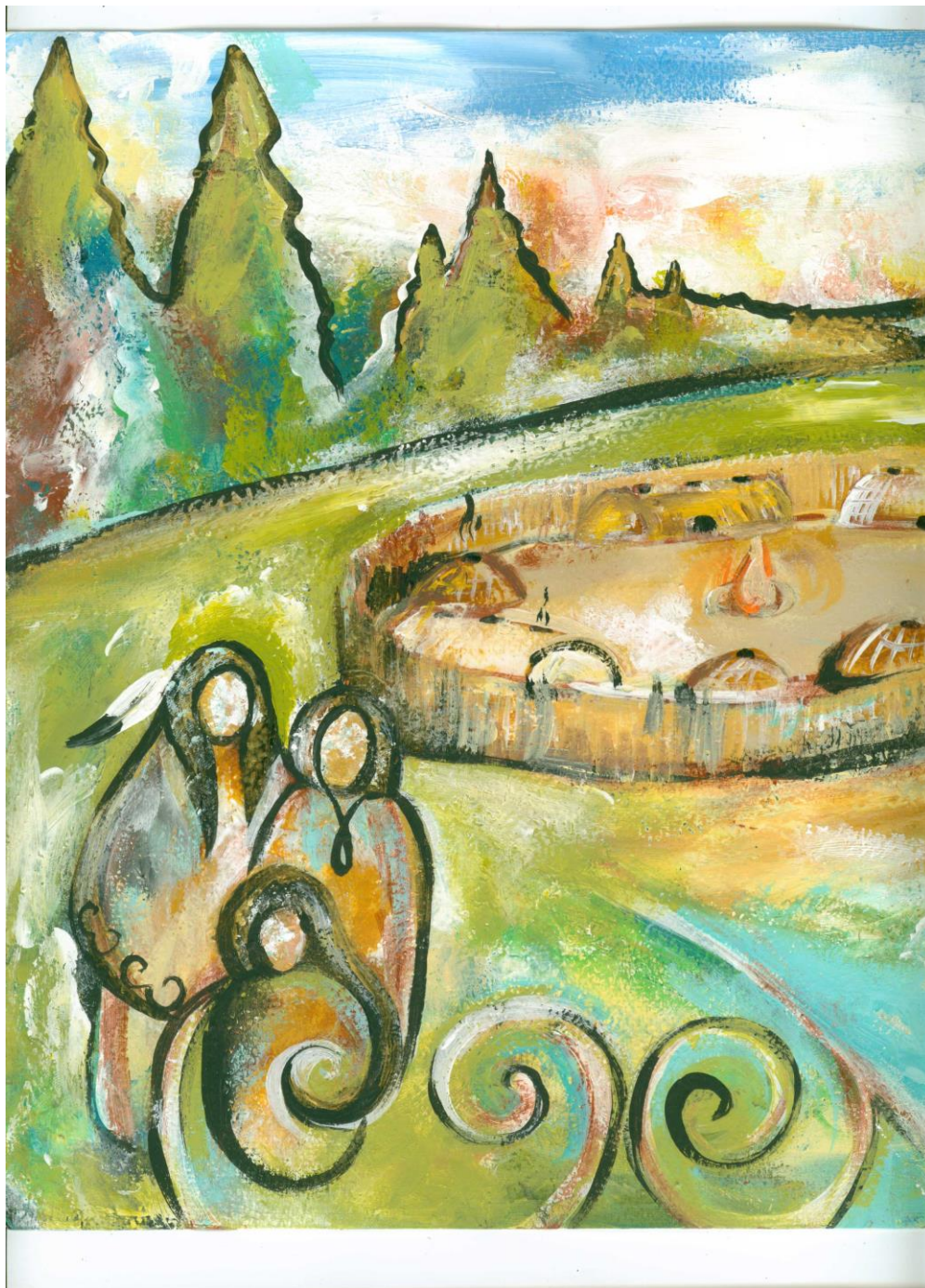
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Village Part 1 © Natalie Sappier



GRADE 7
OUTCOMES
AND
SUGGESTED ACTIVITIES



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.1.1 use basic phrases and sentences to communicate needs, information and opinions</p>	<ul style="list-style-type: none"> • Teacher models sentences to communicate some information, for example: I like to play badminton, but my brother likes hockey. After modelling several times, have a student (randomly chosen) provide the same type of information about himself or herself. Ensure that students have occasion to speak among themselves. • As speaking skills develop, students should be encouraged to provide more information at one time. • As speaking skills develop, students should be encouraged to converse in Mi'kmaw among themselves, in class. • T models sentences that begin with "I enjoy...", "I feel...", "I think..." and provides support for the thought being expressed. For example: "I think playing sports is important because they are healthy." "I feel unhappy when the weather is bad." Students are then asked to make similar statements based on their own opinions.



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students as they provide information, etc. • Note when students provide correct information about other students, based on the information revealed in class. 	<p><i>Teachers are encouraged to consult the section entitled Practical Suggestions, pages 29-35, for further suggestions of a general nature. Activities to meet this outcome will need to be carried out throughout the year.</i></p> <p><i>See section entitled Mi'kmaw, language of communication, pages 24-29 for examples of suggested phrases.</i></p>



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.1.2 make autobiographical and biographical presentations orally</p>	<ul style="list-style-type: none"> • Teacher models sentences, based on personal information, such as: "I was born in ___ and I live in ___. <i>Sitqamu'wi'ap__ aq wi'ki</i> ___." "I have two brothers and one sister <i>Wi'ji'kmki'k</i>", etc. Each sentence must be modeled separately and practiced by the students until they are comfortable with each sentence. This may take a few lessons. • Ask a student to provide biographical information about another student, based on what has been said in class. • To ensure that students have been listening closely, ask questions such as "Who has three brothers?" <i>Wen nesisili'ji?</i> etc. The questions must be based on information provided by the students. • Ask students, chosen randomly, to ask questions such as the ones above.



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students as they respond. Do they provide the correct information about one another? • Prepare guidelines for role-play; have students perform dialogues using authentic information. 	<p><i>These activities may be repeated all through the year, whenever information is added about a student (for example, likes and dislikes, pets, etc.).</i></p>



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.1.3 participate in classroom routines</p>	<ul style="list-style-type: none"> • Have a student take roll call. Other students must provide the appropriate response, using a full sentence (for example: "I'm here"; "Susie is absent."). • Have students lead activities or games that can be used as warm-up exercises. • If a guest has been invited to speak to the class, have a student introduce other students to the guest. Another student might be invited to make a brief welcoming speech. • Have a student hand out the day's (or the week's) responsibilities (for example: "Susie, this week, you'll clean the board; Sam, you'll hand out papers."). Ensure that they use correct language while carrying out their tasks. • Have one student be the teacher for a part of the class.



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students as they carry out their tasks. • Provide criteria or rubrics so that students may assess other students' activities. 	



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.1.4 describe objects, clothing, family members and community members or buildings using simple sentences</p>	<ul style="list-style-type: none"> • Have students prepare a presentation on a member of the community. This could involve interviewing the person in question. • Ask students, in groups, to compare two buildings in the community. They should explain which building they prefer and why. • Provide students, in groups, with an object (for example, a tool) and have them describe the object and define its uses. • If there is a special activity being planned in the school, have students decide appropriate clothing for the occasion. • When language abilities have been developed sufficiently, have students, in groups, prepare a fashion show. A theme could be decided upon, and each group must design an outfit, and present it to the class.



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Use criteria or rubrics to assess student presentations. • Assess student participation through observation. • Provide students with an object and ask them to describe it. 	



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.1.5 be able to produce simple original sentences</p>	<ul style="list-style-type: none"> • In groups, have students provide biographical information about the other students in the group (for example, "Mary has two brothers. They are younger than she is."). • Have students talk about the community, community activities. Teacher must always model speech before asking students to do the same. • Have students choose a subject or theme that they would like to discuss. Teacher provides models of sentences that relate to his/her own experiences, and students must then use the same sentence structures but vary them by including information that is pertinent to their lives.



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students as they provide information about others. Is the information correctly presented? • Ask students, in groups, to prepare a brief presentation on a subject that interests them, and assess it using rubrics or criteria. 	



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.1.6 provide answers to questions on familiar topics.</p>	<p><i>See the section on "Practical Suggestions", page 29-35, for possible activities relating to this outcome.</i></p> <ul style="list-style-type: none"> • Regularly, have a student act as an interviewer and have him or her ask questions in a sustained manner of one or two other students. The students who are being interviewed must provide logical answers to the questions. • At the end of the study of a theme or subject, have students question each other about the theme, using language with which they are familiar. Other students must provide answers.



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they answer questions. Are they using correct language structures?• Verify students' comprehension of the subject or theme being studied through their answers to the questions that they have been asked.	



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.1.7 participate in a variety of oral text forms</p>	<ul style="list-style-type: none"> • Have students learn songs in Mi'kmaw. It is important that they learn these orally, without seeing the written word. • Invite an Elder to the class and ask him or her to tell a simple tale, preferably one which requires a repeated response from the students. • Have students who play a musical instrument compose a song or a ditty, using language they have learned in class. • As language skills progress, ask students to create short poems to recite in class. Students should use appropriate body gestures or facial expressions while reciting. • As language skills progress, ask students, in groups, to create short dialogues, skits or sketches that they must then present to the class (or another class, if this is possible). • Have students participate in the daily announcement routines at the school, by having them make announcements in Mi'kmaw.



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Note how well students perform an oral text. Do they respect the rhythm of the language/form chosen? Is pronunciation clear? 	<p><i>Many activities can be planned to help attain this outcome. It is essential, however, that teachers ensure that students are at ease orally with the language necessary to carry out these activities. Students should not be asked to write anything that they do not master orally.</i></p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to</i></p> <p>7.2.1 demonstrate an awareness of the general concept of communication</p>	<ul style="list-style-type: none"> • We communicate in many different ways either verbally or non-verbally. In this section, students will come to understand that communication is a basic function of the human community and that we communicate by using not only spoken or written words, but by non-verbal and non-textual means as well. Communication always involves listening and a willingness to be open to the voices of others. In this section, students will also consider how various technologies have changed the way in which we communicate. • Have students participate in a “place-mat” cooperative learning activity to identify and categorize the various ways in which people communicate. A place-mat organizer, designed as a Medicine Wheel, is given to each team of 3 or 4 students. By consensus, each team is to decide which types of communication should be considered for each direction. (See Appendix J for figure.) • In pairs, have students use the chart to brainstorm on how the various types of communication can be broken down. (See Appendix K for some suggestions.) • Have students collaborate on establishing the ‘pros’ and ‘cons’ of verbal (oral) communication and written communication. (See Appendix L for figure.) • Students can also use a Fishbone organizer to outline the differences between oral and written communication. (See Appendix M for figure.) • Arrange students in a circle. Whisper a sentence in the ear of the first student and have him or her convey the message by whispering to the person to the east. Have the last student repeat what they have heard. How does it compare to the original message? What might the exercise suggest about verbal communication? Try going around the circle twice and three times. <p><i>Continued</i></p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Provide students with cue-cards on which a sentence is written. The students must then act out the sentence, using gestures only. • Ask students to use hieroglyphics, pictograms or other form of writing to express a thought (this could be a sequence of three). • Provide a “problem” that students must resolve using a Talking Circle. 	<p>Meuse-Dallien, T. <i>The Sharing Circle: Stories About First Nations Culture</i></p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to</i></p> <p>7.2.1 demonstrate an awareness of the general concept of communication</p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> • Read the chapter on the Talking Circle from <i>The Sharing Circle: Stories About First Nation Culture</i> (pp. 31-36). In a group discussion, identify all the ways the Talking Circle solved communication problems for the boys in the story. Have students reflect on how listening is as much a part of communication as speaking is. What ways might a Talking Circle be useful in the class/school? • Cut out several strips of paper. On each strip, write down a mood or disposition. Some suggestions include: guilty, happy, suspicious, paranoid, insulted, insecure, angry, sad, and urgent. Fold the strips and place in a basket; these are the prompts. Have each student select a piece of paper from the basket and read the following sentence using the mood indicated on the prompt: "We all need to gather our possessions and move to another building as soon as possible." Have students write down their assumptions about the student(s) making the statement. How does this exercise give clues about non-verbal communication? What is missing when non-verbal clues are absent? • Explain to the students that technology can be understood as useful knowledge and that it can mean other things besides computer technology. Throughout history, humans have always depended on technology for survival. For example, the snowshoe is a type of technology that allows people from northern climates to walk on deep and soft snow in winter. Technology has also had an effect on communication. Using the graph found in Appendix N, have students suggest how the technological inventions may have affected communication. • Additional questions for discussion: How have modern communication technologies made communicating easier? What are the drawbacks? What kinds of communication technologies do you think will come in the future?



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Have students communicate with you using appropriate technology. • Ask students to send you a message, choosing their own means of communication (this could be a wampum, a Twitter feed, a text message, a Facebook comment [if a restricted Facebook page has been set up]. • Have students draw up a list of pros and cons of communicating via text messages, as opposed to face-to-face interaction). 	<p>Meuse-Dallien, T. <i>The Sharing Circle: Stories About First Nations Culture</i></p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.2.2 comprehend and interpret a variety of short, simple texts in guided situations</p>	<ul style="list-style-type: none"> • Use short, simple texts that have been composed based on information provided orally by students. (For example, biographical information, likes and dislikes, etc.). Ask students to read them aloud to each other and decide to whom the text refers. • Choose a text that is appropriate to the learning activities being carried out orally. • Contextualize the text prior to asking students to read it. • Carry out a brainstorming activity, in Mi'kmaw, to have students hypothesize about what they are about to read. • Have the class read the text aloud, using the correct intonation patterns. Ensure that reading is fluid (i.e. not word by word). • Have students, in pairs, read the text to each other. • Orally, ask a series of questions based on the text that has been read. Make as many links as possible to students' own lives.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Have a student retell the text just read, and verify accuracy (either for comprehension, pronunciation or intonation). • Have a student tell a similar story to one just read, based on a real-life experience. 	<p>Mi'kmaq Place Names – similar sounds; <i>Waltesey A'tukwaqn: The Waltes Story.</i></p> <p>http://www.firstnationhelp.com/ http://www.firstnationhelp.com/ali/waltesey_atukwaqn</p> <p>Susan Young de Biagi, Cibou, (1 Sept 2008).</p> <p>Maxine Trottier, Loon Rock / Pkwimu Wkuntem, (1 June 1996) – in both Mi'kmaw and English.</p> <p>Maxine Trottier, Voyage of Wood Duck / ta'n teli kaqasimiliala'sis malsikws, (1 June 1995) – in both Mi'kmaw and English.</p> <p>Murdena Marshall, Lillian Marshall, Prune Harris and Cheryl Bartlett, <i>Muin and the seven bird hunters</i>, (1 Oct 2010).</p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.2.3 view and respond to a variety of simple representations and media in the school context</p>	<ul style="list-style-type: none"> • Show a documentary on an aspect of Mi'kmaw life or history. Discuss in class, and then ask students for their reaction. • Invite an Elder to make a presentation to the class. • Bring in some Mi'kmaw artefacts and ask students for their reactions.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Verify comprehension of presentation made by guest.	



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.3.1 be able to compose short paragraphs using known language</p>	<p><i>Refer to “Steps for Writing”, Appendix R</i></p> <p><i>Writing activities should only be undertaken with sentences that students have acquired orally and have read previously.</i></p> <p><i>It must be remembered that oral acquisition and reading practice must precede any writing activity. Thus, writing activity at this stage of language development must of necessity be very limited.</i></p> <ul style="list-style-type: none"> • (May be done in conjunction with Outcome 7.2.2.) Have students write a short paragraph in which they write about themselves (likes, dislikes, etc.). Encourage them to use complex sentences that they have learned orally (see Outcomes 7.1.1, 7.1.2 and 7.1.5). • As a variation to the above activity, have the students compose two or three paragraphs about a fictitious person, using known language. • Have the students, using known language, write an invitation to a guest.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Assess student writing using predetermined criteria (paragraph length, structure, orthography, etc.).	



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.3.2 if it is appropriate, communicate using technology with peers using basic sentence structures</p>	<ul style="list-style-type: none"> • Ask students to communicate with each other in Mi'kmaw, using known sentences. • Create a restricted Facebook account for the class (if this is allowed) and have students post daily information in Mi'kmaw on the site.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Have students communicate with you using appropriate technology. • Monitor the Facebook account for accuracy (orthography, structure, etc.). 	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p> <p>See Appendix B.</p> <p>See section entitled Practical Suggestions, pages 29-35, and the section entitled <i>Mi'kmaw, Language of Communication</i>, pages 24-29.</p> <p>Access to e-mail account.</p> <p>Access to a restricted Facebook account.</p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.3.3 produce autobiographical and biographical presentations in writing</p>	<ul style="list-style-type: none"> • Have the students create a booklet, introducing themselves, their family. They should provide short descriptions as well as indicate some likes and dislikes. Note: <i>This activity takes place over a long period of time. As students develop confidence orally, they can then start writing their booklets.</i> • Have students create a short biography of an imaginary person, providing details on the person's family, likes and dislikes, as well as a brief physical description. • Have students create a short biography based on a character of a Mi'kmaw traditional tale (The Eagle, the Fox, etc.). They should provide details (real or imagined) on physical details and likes and dislikes. • Have students create a short biography of a member of the community, perhaps one that has visited the class (or will be visiting the class).



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Read student texts for understanding, structure, and orthography. • Read a short text to students, then ask them to answer questions, in writing. 	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p> <p>See Appendix B.</p> <p>See section entitled <i>Practical Suggestions</i>, pages 29-35, and the section entitled <i>Mi'kmaw, Language of Communication</i>, pages 24-39.</p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.3.4 create pictures and captions for class newspapers</p>	<p><i>The classroom newspaper is an ongoing project, and plans should be made to have three or four issues over the course of the year. In keeping with the students' developing language skills, the newspaper can become more complex.</i></p> <ul style="list-style-type: none"> • Have students write daily news reports, in Mi'kmaw, on the restricted Facebook page. • After a few weeks of classes, brainstorm with students what should be found in a class newspaper. Suggest that students develop a newspaper (either on paper or in digital format) dealing with classroom realities. Short articles on what has been learned, biographical information of persons of importance, amusing anecdotes, photographs, drawings with captions could be included. • Have students prepare announcements in Mi'kmaw that will be made to the school over the P.A. system.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Divide the class into groups. Assign a task to each group (write an article on...; prepare a biography of...) and evaluate the work. • Evaluate Facebook entries for accuracy of content as well as for language usage. 	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p> <p>See Appendix B.</p> <p>See section entitled <i>Practical Suggestions</i>, pages 29-35, and the section entitled <i>Mi'kmaw, Language of Communication</i>, pages 24-39.</p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.3.5 demonstrate some awareness of purpose and audience</p>	<ul style="list-style-type: none"> • Before undertaking any written activity, brainstorm with students on how one prepares to write. For example: <ul style="list-style-type: none"> ○ an e-mail to a friend ○ a Twitter feed to a film star ○ an article on sports ○ etc. <p>The brainstorming activity should focus on the type of text that is about to be written. Afterwards, ask the students to identify different styles of writing depending on the media used, or the person to whom the message is addressed.</p> <ul style="list-style-type: none"> • Have students write a short letter, inviting a guest to make a presentation to the class. • Have students prepare a poster announcing an event.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Evaluate student writing based on structure, use of correct language and tone (depending on audience). 	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p> <p>See Appendix B.</p> <p>See section entitled Practical Suggestions, pages 29-35, and the section entitled <i>Mi'kmaw, Language of Communication</i>, pages 24-39.</p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.3.6 create a repertoire of Mi'kmaw conversation greetings, salutations, words, sentences, expressions, and values</p>	<ul style="list-style-type: none"> Once students have been enabled to speak, read and write a certain number of sentences, ask them to create their own dictionaries/repertoires. Suggest that they find a way to divide their repertoires in such a way that they can easily find what they are looking for when they need to consult their repertoire. NOTE It is important that students already know how to say and read the elements that they are going to write in their repertoires before entering them. Suggest that they note the context in which a particular phrase or sentence should be used. Repertoires may be created in various forms (artwork, digital, etc.).



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Examine students' repertoire from time to time to ensure that entries are correct and up to date. 	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p> <p>See Appendix B.</p> <p>See section entitled <i>Practical Suggestions</i>, pages 29-35, and the section entitled <i>Mi'kmaw, Language of Communication</i>, pages 24-39.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.1 demonstrate respectful listening behaviours</p>	<ul style="list-style-type: none"> • When greeting students, model the listening behaviour expected of them. • Have students observe how people in the community listen to each other. What actions/behaviours do they notice? In what situations were these actions/behaviours witnessed? Have the students create charts listing the different behaviours observed and the situations in which they were observed. • Role-play different types of greetings (depending on the person being greeted) and ask students to show proper listening behaviours. • Role-play short dialogues (once the students have mastered the sentences required) and ask that partners demonstrate proper listening behaviours.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students' behaviour when listening to the teacher or to others (other students, guest speakers). • Ask a student to demonstrate facial and body positions that demonstrate respect for the person speaking. 	



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.2 practice Mi'kmaw protocol in class, in school and in the community</p>	<ul style="list-style-type: none"> • Ask students to describe actions or behaviours that they have witnessed. Can they explain their importance? • Have students, in groups, prepare skits where they put into practice various protocols of which they are aware. • Have students participate in a talking circle (<i>this activity should only be carried out once the students are at ease with speaking Mi'kmaw, possibly toward the end of the year</i>). • Have students role-play different situations where proper Mi'kmaw protocol and appropriate behaviours are to be used. • Have students explain how they would act when an Elder comes for a visit. • Have the students explain the reason for the expected behaviour. • Ask students to describe actions or behaviours during meetings that they have witnessed. How did each person ask to speak? What was the order of speaking? How did others react when one person was speaking? Ensure that students understand that there may be different levels of protocol. NOTE Students may have only witnessed meetings held in English. • Once language skills have been sufficiently developed, ask one student to explain Mi'kmaw protocol to another. • Ask students to explain the importance of protocol. • Have students, in groups, prepare explanations for different types of protocols used. • Have students participate in a talking circle (<i>this activity should only be carried out once the students are at ease speaking Mi'kmaw, possibly toward the end of the year</i>). <p><i>Continued</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students while they are working in cooperative group activities to ensure that they are using proper protocol. • Observe students as they greet guests to the class. • Observe students as they participate in an activity that requires Mi'kmaw protocol. • Observe students while they are working in cooperative group activities to ensure that they are using correct language to engage in discussion. • Observe students to ensure that they are using proper Mi'kmaw protocol in role-play situations or when presenting skits. • Use rubrics or criteria to assess student productions. 	<p><i>Mi'kmaq Talking Posters</i>. The Confederacy of Mainland Mi'kmaq.</p> <p>http://firstnationhelp.com/ali</p> <p>http://jilaptoq.ca/en/index.html</p> <p>Mi'gmaq-Mi'kmaq Online Talking Dictionary: http://www.mimagoline.org</p> <p>http://www.firstvoices.com#2n@mikmaw</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.2 practice Mi'kmaw protocol in class, in school and in the community</p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> • Ask students to describe actions or behaviours during meetings, held in Mi'kmaw, which they have witnessed. How did each person ask to speak? What was the order of speaking? How did others react when one person was speaking? Were there special forms of language used? • Have students explain how they would act if, for example, a storyteller came to visit the class.



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Suggestions for Assessment	Notes and Resources



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.3 participate in Mi'kmaw traditional activities</p>	<ul style="list-style-type: none"> • Have students participate in a talking circle. • Using the calendar prepared by the Mi'kmaq Confederacy of P.E.I (see http://www.mcpei.ca), have students determine which days in the Mi'kmaw tradition could be celebrated each month during the school year. Have students determine which event(s) could be celebrated in the school. The event could then be planned and carried out. • Have students organize and participate in a “drumming day” at the school. • Whenever a special occasion is coming up, have students organize and participate in the activity. • Ask students to reflect on community in the past. How did the community participate in day-to-day activities?



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe student actions while they participate in activities. • Have students explain the importance of an activity to students from another class. 	<p>http://www.mcpei.ca/?q=node/1</p> <p>Holmes-Whitehead, R. <i>Six Mi'kmaq Stories</i>; Nimbus Publishing, Halifax, NS; ISBN 978-1-55109-773-2; 1992/2010</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.4 give examples of family activities, gatherings and special celebrations and traditions</p>	<ul style="list-style-type: none"> • Divide the class into groups of five students. Ask each group to make a list of special events in which their families participate. Each group must then choose two activities in which the families of each member of the group participate (i.e., all the members of the group participate in the same type of activity within their family). Each group must say what actions take place and what type of language is used. • Once each group has presented its activities, suggest that the class prepare an activity for a special occasion (see Outcome 7.4.3). Teachers can suggest that students choose an event in which students have not already participated.



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe groups as they present the activities they have chosen. Are the explanations and descriptions clear? • Observe student actions while they participate in activities. • Have students explain the importance of an activity to students from another class. 	<p>http://www.MCPEI.ca/node/624</p>



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.5 understand the importance of kinship in creating identity</p>	<ul style="list-style-type: none"> • Have students research how they are related to people in the community. • Ask students to find out how their first names were chosen and what significance that name may have within the context of their family. • Ask students to create a graphic organizer showing connexions or kinship to people in the community or elsewhere. If possible, have students refer to previous generations also. • Ask students to find out if they share characteristics with some of their relatives (either physical or behavioural). • Students might be encouraged to include information about family in an autobiographical journal or booklet (to be done in conjunction with Activities for Outcomes 7.1.2 and 7.3.3). • When students' oral language skills are sufficiently developed, ask the students, in groups, to prepare a skit in which they talk about various family connections and then present the skit to the class (or a younger class, if this is possible).



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Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Ask students to make a presentation about a family member (immediate or extended). Ensure that at least five details are included (physical description, character, etc.).• Review a student's family tree and ask him to identify the various relationships.• Prepare a fictitious family tree and ask students to identify the various relationships that are illustrated.	



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.6 participate in creating a healthy, holistic identity</p>	<ul style="list-style-type: none"> • Lead students in a walk around the school property to clean-up discarded trash. What can the notion of Mother Earth teach us? Why might it be important to regard the Earth as a mother? • Have students interview an Elder regarding the use of language and its connection to culture and identity. Any story, tradition or custom could be collected and formed into a booklet for students. • Have students conduct research into herbal medicines used by the Mi'kmaq. • Have students, in groups, research the use of the four sacred medicines (one medicine per group), and the role that each plays in Mi'kmaw life.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Have students report on the uses for one of the four sacred medicines. 	<p><i>Mi'kmaq on Epekwitk: Learning about the Mi'kmaq of P.E.I.</i>, pages 47 – 51.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.7 investigate the possible meanings and expressions of culture and identify why language is important to cultures</p>	<p>See Appendix C for discussion.</p> <ul style="list-style-type: none"> Brainstorm with students to find words associated with the term 'culture.' Possible answers may include: <i>traditions, customs, civilization, background, values, tools, art, entertainment, religious ideas, ethnicity and way of life</i>. Ask them the possible meanings of the saying, "To know one culture is to know no culture." Use a 'Think-Pair-Share' cooperative learning structure to examine and discover what the word culture means. Each partner individually jots down what he/she thinks it means with an example. Both partners then share each other's ideas. After reaching a consensus on a common definition with examples, they are invited to share with the rest of the class. Have students explore their ideas about what constitutes culture using a mind-map. Have students work in pairs to share ideas but each should do their own. The teacher may collect the ideas and incorporate into a large class mind-map. How does the mind-map ideas compare with the dictionary definition of culture? (See Appendix C for illustration.). Create a classroom collage to represent examples of culture. Use old magazines and newspapers to create pictures and text. The collage could be expanded later to include specifically Mi'kmaw culture. Have students examine the pictures in MCPEI's <i>Msi't No'kmaq</i> or the digital photographs from the Nova Scotia Museum's online Mi'kmaq Portraits Collection and have students make a list of the material objects/culture items and the natural resources required (see Appendix D). In a group discussion, what items would they be unlikely to see today? Is there evidence of the social and political culture of the times in the photographs? Brainstorm on what is seen in the photographs and on what is not seen. Explain to students that material objects have a history and can reflect a cultural perspective; material culture can be used to document the lives of people. However, it is important for students to realize that it is not the material objects that distinguish one cultural group from another, but how people use, interpret and perceive those objects. <p style="text-align: right;"><i>Continued...</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<i>See end of section for suggestions.</i>	<i>See end of section for suggestions.</i>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.7 investigate the possible meanings and expressions of culture and identify why language is important to cultures</p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> • Sociologists and anthropologists have developed a variety of ways to organize an understanding of culture. One of those ways is the <i>Nine Universals of Culture</i> (Appendix E). How do the nine universals of culture differ from the students' ideas about culture? What do these differences suggest? Have the students rank the Nine Universals from the most important to the least important (1 for the most important, 9 for the least important). Students should be provided with copies of the nine universals cut into strips. Ask students to rank the order of importance individually, and then arrive at a consensus in pairs. Have the pairs report their results and compare to other pairs. Is a whole class agreement on the order of importance possible? While this is a consensus activity, there is no "correct" order but it should stimulate a discussion on the broad scope that culture entails. • Have students create a poster or collage outlining why they think it is important to embrace cultural diversity. Topics may include: friendship, cooperation, cross-cultural understanding, school spirit, acceptance, or anti-bullying. Posters may be displayed in the school halls or lobby. • Language and culture are two sides of the same coin. Knowing the language of a culture allows individuals in that culture to participate more fully. Ask students to imagine moving to a completely different culture that speaks a different language. Students may write a postcard to family explaining what it might be like. • Have each student determine what one thing they would most need to know in order to live and understand the way of life of the new and different culture. Have students share their responses with others in the class. • If students identified language as a key factor in learning and participating in the new culture, request reasons for their answer. If they do not identify language, lead them in a discussion of why language is important in learning, becoming part of, and maintaining a way of life of any culture, including their own. Help students to conclude that when a culture loses its language, that culture is often lost or at least diminished. However, when a culture works to re-establish its language that the culture begins to thrive again. Explain that it is through language that culture, heritage and history are passed down from one generation to another. <p><i>Continued...</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<p><i>See end of section for suggestions.</i></p>	<p>A Micmac Looks at the Ways of Europeans, Appendix G.</p> <p><i>Msit No'kmaq: All My Relations</i>, MCPEI Production.</p> <p><i>Mi'maq: the Arrival</i>. Video DVD, Nova Scotia Department of Education.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.7 investigate the possible meanings and expressions of culture and identify why language is important to cultures</p>	<p><i>Continued</i></p> <ul style="list-style-type: none"> • Tradition and technology work together to impact on culture. Since culture is a shared way of thinking and acting, tradition can be defined as an inherited pattern of thought and action, and digital and computer technology is becoming more and more widespread and touches almost every part of human life, they are often at odds or clash. • Discuss with students how technology has changed culture. How is it different today than it was for their parents and grandparents? • Organize an In-Basket activity to have students reflect on how technology has impacted on the nine universals of culture. Are the changes positive or negative or neutral? Why?



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Ask students to compare and contrast Mi'kmaw culture with other cultures of which they are aware (Acadian, Irish, etc.). • Present different ways of viewing an event, and ask students to identify which culture each way represents. • Have students identify personal practices that relate to the Nine Universals of Culture. • There is no word for “good-bye” in Mi'kmaw. What does this say about the Mi'kmaq? 	<p><i>Msit No'kmaq: All My Relations.</i> MCPEI Publication.</p> <p>http://museum.gov.ns.ca/mikmaq/</p> <p>Appendix E: Nine Universals of Culture.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.8 understand that the Mi'kmaw language is related to some Aboriginal languages in North America</p>	<ul style="list-style-type: none"> When the Europeans arrived in what is now known as North America, there were more than 300 Indigenous languages spoken here. These Aboriginal languages belong to a number of families or language groups tied together by linguistic similarities. Some were spoken by large numbers of peoples over wide areas while others were restricted to relatively few people in small territories. There are currently over fifty languages spoken by Canada's Aboriginal peoples and eleven major language families have been identified, ten First Nation language groups and Inuktitut. According to Robert Leavitt, five are east of the Rocky Mountains: Eskimo-Aleut, Athabaskan, Siouan, Iroquoian, and Algonquian. The Mi'kmaw language belongs to the latter. Canada's Aboriginal languages are a diverse part of the country's heritage and remain vital and important to our Indigenous people. Using the website: http://atlas.nrcan.gc.ca/auth/english/maps/peopleandsociety/lang/aboriginallanguages/1, have students research the diverse Aboriginal language families east of the Rocky Mountains. Using a graphic organizer, have students identify the areas the language groups are spoken in and which languages are included in the main language family. (See Appendix F for table.) Using the interactive CBC map (cbc.ca/news/interactives/map-aboriginal-language/), have students estimate how many people speak Mi'kmaq in the Atlantic Provinces. Have students create an outline map of Canada using ArcExplorer © then outline the areas of the country covered by each language group east of the Rocky Mountains (use the website http://atlas.nrcan.gc.ca/site/english/maps/peopleandsociety/lang/aboriginallanguages/bycommunity to provide data). How has geography contributed to the size and distribution of Aboriginal languages? Use the website: http://firstpeoplesofcanada.com



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Provide a blank map of Canada, with outlines of language groups, and ask students to identify the groups. 	<p>http://atlas.nrcan.gc.ca/auth/english/maps/peopleandsociety/lang/aboriginallanguages/1,</p> <p>http://atlas.nrcan.gc.ca/site/english/maps/peopleandsociety/lang/aboriginallanguages/bycommunity</p> <p>http://firstpeoplesofcanada.com</p> <p>cbc.ca/news/interactives/map-aboriginal—language/</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.9 express pride in Mi'kmaw culture and worldview</p>	<p><i>Non-Mi'kmaw students may be asked to participate in the suggested activities below. The activities may be modified to suit students' own backgrounds.</i></p> <ul style="list-style-type: none"> • Have students prepare a PowerPoint presentation in which they talk about an aspect of Mi'kmaw worldview. • Have students prepare and participate in a "Mi'kmaw Culture Day" at the school. • Have students retell a Mi'kmaw legend (or to present it as a sketch) to other students in the school. • Ask students to compose a short poem, using language that they know, to express pride in their heritage. • Ask students, especially those who can play an instrument, to compose a song and teach it to the class.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.10 become aware of Mi'kmaw traditions and modern government processes such as the Grand Council and the Band Chief and Council</p>	<p>The Mi'kmaq have lived in the area now known as Atlantic Canada for many thousands of years; archaeological evidence at places like Debert, N.S. links the ancestors of the Mi'kmaq in the region for more than 12,000 years. That traditional territory is known as Mi'kma'ki and includes Nova Scotia, Prince Edward Island, parts of New Brunswick, Newfoundland, Maine and the Gaspé region of Quebec. Prior to contact with the Europeans, the Mi'kmaq Nation was a self-governing society that worked well to meet the needs of all its members. Major decisions were made by the Mi'kmaq Grand Council or Sante' Mawio'mi , or 'Sacred Gathering,' which drew membership from throughout the territory and structured Mi'kma'ki into seven districts, each represented by a District Council Chief chosen from among the local community Chiefs or Saqamaq. The Sante' Mawio'mi was led by a Kji-Saqmaw or Grand Chief along with a Kji-Keptin and Putus. In this section, students will come to understand that, according to archaeological evidence, the Mi'kmaq people have had a long habitation of Mi'kma'ki and have shared parts of the region with other First Nation people. Mi'kma'ki, as a geographical location and as a political territory, will be examined, as will the traditional views of 'the land' held by the Mi'kmaq.</p> <ul style="list-style-type: none"> • Using the Native Council of Nova Scotia map of Mi'kma'ki, have students identify the seven districts (Appendix H) and label the map of Mi'kma'ki (Appendix H1). Using a current map of the Atlantic Provinces, have the students locate familiar villages, towns and cities located in each of the seven districts. (See Appendix H2 for table.) • Have students examine the Native Council of Nova Scotia's map of Mi'kma'ki. The Mi'kmaw district names seem to be descriptions for what one might find there. Assign each student or pairs of students a district and have them find the English translation of the Mi'kmaw name and provide a possible explanation of why that location was given that name. (See Appendix H3.) <p style="text-align: right;"><i>Continued...</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Provide students with a blank map of Mi'kma'ki and ask them to identify each district.• Provide students with the names of the seven districts and ask them to explain why each name was chosen.	<i>See end of section.</i>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.10 become aware of Mi'kmaw traditions and modern government processes such as the Grand Council and the Band Chief and Council</p>	<ul style="list-style-type: none"> • Prior to contact with the Europeans, the borders to the seven districts were not representations on a map and may have been altered if resources in one area became scarce. If this were the case, the Mi'kmaq would have to use various land features and landmarks to indicate where the borders existed. Using the Native Council of Nova Scotia's map of Mi'kma'ki and a contemporary topographical map of the Atlantic region of Canada, brainstorm at least five landforms or geographical features of the region that could have been used by the early Mi'kmaq to describe and locate the seven districts. • In pairs, have students read pages 16-17 in MCPel's <i>Mi'kmaq on Epekwitk: Learning About the Mi'kmaq of P.E.I.</i> Have students write a postcard from each district that describes the area and speculates as to the reasons why each name was chosen for each of the seven districts. From their reading, have students generate a graphic organizer of their choice that explains the structure of the Grand Council. It should include the Grand Chief, District Chiefs, Village Chiefs and may include the Keptin and Putus. • Have students read the poem written by Rita Joe (see Appendix I). Have students reflect on what the Poet Laureate means by monuments. How does she contrast the views of the scholars and educators with the Mi'kmaq? What is she possibly saying about written down information versus information passed down through oral tradition? Does the poem say anything about the Mi'kmaw conception of 'the land'?



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Provide students with a written description of a district and have them identify it. They should also provide three examples of the advantages offered by the district. • Provide students with a blank graphic organizer of the structure of a district, and ask students to identify each level. 	<p>Map of Mi'kma'ki. Nova Scotia Native Council.</p> <p>Appendix H1: Map of Mi'kma'ki.</p> <p><i>Mi'kmaq on Epekwitk: Learning About the Mi'kmaq on P.E.I.</i> MCPEI Production.</p> <p><i>The Mi'kmaq Anthology.</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>7.4.11 express sensitivity towards others and demonstrate understanding that everyone is special, unique and able to succeed</p>	



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Observe students as they interact with others and note their behaviours. 	





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GRADE 8
OUTCOMES
AND
SUGGESTED ACTIVITIES



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.1 listen and respond to key ideas in a variety of short, simple, spoken texts in guided and unguided situations</p>	<ul style="list-style-type: none"> • Tell a simple story to students and ask them to mimic the actions they hear about. • Start a sentence and have the students complete it with an appropriate extension. • Present a problem situation to students and ask them to propose possible solutions. After a number of solutions have been proposed, ask students which solution they prefer, and why. • Play a recording of a conversation between two or three people and have students identify the main topics of the conversation. • Have students prepare dialogues that they then perform in front of the class. The other students provide a reaction to the themes discussed in the conversation. • Record speakers in various situations in the community, especially when they are using particular language forms to carry out a task. Play the recording and ask students to identify the situation where the language was used. Have them note the difference in words used, tone and structure. • Have students role-play various situations, using appropriate language. (See Outcome 8.3.4)



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Play a recording of a conversation between two or three people and have the students identify the main topics of conversation.• Observe students as they mimic actions they hear about in a simple story.	<p>See <i>Steps for Oral Production</i>, Appendix S.</p>



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.2 ask simple questions on familiar topics</p>	<ul style="list-style-type: none"> • Play a game of twenty questions (or fewer). • Have students greet each other and respond to usual daily questions such as “How are you?”, “Did you like that show last night on TV?” • Have students, in pairs, ask each other questions to fill out an application form (for example, a form to open a bank account, or a new membership). • Have students interview each other, asking questions about personal likes and dislikes. • Have a student to respond to questions asked by his/her peers on one of his/her pastimes (for example, if the student is a basketball player, his peers could ask questions on how basketball is played, what position he/she plays, what role does that position have on the team, etc.). • Prepare a game of “Jeopardy” and have students play it. (See Appendix P for explanation.)



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they ask questions. Are the questions clear? Are they relevant to the topic under discussion?• Provide an answer to a question, and have students ask the appropriate question (for example: I'm 34 years old. Student says: "How old are you?").	



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.3 provide simple directions</p>	<ul style="list-style-type: none"> • Model giving directions so that students learn the appropriate language for giving directions. • Students, in groups, devise a set of directions, and the rest of the class must work out where the final destination is located. • Every time a student needs to leave the classroom, ask him or her to provide the directions for where he or she is going (for example, the way to the guidance office). • Using an atlas, for example, have students find a location and provide directions on how to get there. • Using an atlas, for example, have students describe a location in relationship to other locations (for example, Summerside is west of Charlottetown and east of New Brunswick).



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Listen to students giving directions. Are the directions clear? Do they lead to the location that is the final destination?• Project a map on the wall of the classroom, and have students provide directions to various locations from a specific starting point (for example, "How do you get from Lennox Island to Charlottetown?").	<p>Use Google maps or Yahoo maps</p> <p>Atlas</p>



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.4 participate in a variety of oral text forms</p>	<ul style="list-style-type: none"> • Have students teach Mi'kmaw songs to other classes. They should teach the songs orally, without providing song sheets. • Have students relate a simple tale to the class. • Have students, in groups, choose a theme or subject, and ask them to compose a short poem or song relating to the theme or subject they have chosen. See <i>Practical suggestions, in particular the section on "Writing games", page 37</i>. • Have students participate in the daily announcement routines of the school, by having them make announcements in Mi'kmaw. • Prepare a "news" broadcast based on school events and present it to the class as if it were a radio-broadcast. Have students note the main headlines. • Have students, in groups, prepare a news broadcast, presenting local news (either school-based or community-based). The news broadcasts should be presented to others in the class, or could be presented to other classes. • When announcements are made in Mi'kmaw on the school PA system, have students note the essential information.



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Using rubrics or criteria, note how well students perform an oral text. Do they respect the rhythm of the language form chosen? Is pronunciation clear?	<p><i>Many activities can be planned to help attain this outcome. It is essential, however, that teachers ensure students are at ease orally with the language necessary to carry out these activities. Students should not be asked to participate in oral activities unless they have already mastered the language forms needed.</i></p>



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.5 exchange information in informal settings such as the playground, hallways and cultural centres.</p>	<ul style="list-style-type: none"> • Encourage students to speak Mi'kmaw when they are together. • Teach students a number of games that they can play in Mi'kmaw during breaks at school. • Have students role play real-life situations (for example, asking a receptionist in a building for the way to a specific office; ordering a meal in a restaurant; etc.).



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students when they are in informal situations. Are they using Mi'kmaw to speak with each other?	



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.6 share their tastes, preferences, interests and feelings</p>	<ul style="list-style-type: none"> • Have students, working in pairs, talk about their tastes, preference in activities and other personal topics (ensure that the topics are not of a delicate nature). This type of activity needs to be well-structured, with students using language with which they are familiar. In addition, it is important to limit the scope of the activity each time it is used. For example, pairs might exchange information on sports interests one day, and share information on the type of film they like on another day. • Have students talk about another person's interests etc. (for example, a parent, a member of the community, a classmate). <i>It is important to ensure that students are respectful of others at all times when conducting this type of activity.</i>



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they provide information. Are they using correct sentence structures?• “Introduce” an historical figure to the class. Ask students to identify possible tastes that person might have had.	



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Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.7 describe objects in some detail</p>	<ul style="list-style-type: none"> • Involve students in a “show-and-tell” activity. For example, they could bring a picture of themselves as a child and talk about the picture and when it was taken. • Have students describe their home. They should be able to talk about its size, the number of rooms and describe their bedroom in detail (colour of the walls, objects in the room, etc.). • If a group has been involved in a project, have them describe one of the elements of the project in detail.



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students as they do their presentations. Is the information provided clear? Do other students ask questions about the information or the object being described? • Prepare a checklist in advance of presentations, and explain to students that you will be verifying the content of their presentations. 	



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.8 be able to show some spontaneity in language production on a variety of topics</p>	<ul style="list-style-type: none"> Choose a topic of interest to the students (for example, sports, activities, traditional activities) and ask them to talk about the topic. Encourage students to interact with each other as they arrive in class. Occasionally, provide them with a few minutes in which to do so. When crossing paths with students in the school or in the community, engage them in a brief conversation. Have students practice retelling stories in class. This can be done as an individual activity, or as a group activity. Students could be asked to discuss the story (its meaning, lesson, or other aspect of interest). Have students create oral book reports. Ask them to talk about a book they have read. This could be a book for younger children, or it could be a book that they have read in English and wish to talk about.



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they interact with others. Are they able to join in the conversation easily?• Prepare a checklist of criteria that you wish to use to assess student performance (clarity of language, gestures, intonation, expression, structure of the story).	



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.1.9 be able to initiate and sustain simple dialogue</p>	<ul style="list-style-type: none"> • In groups, have students talk to each other about their daily activities, or about one activity that they accomplished the previous day. • Invite an Elder or another guest to the class, and have students initiate a conversation with that person. • Have two or three students come to the front of the class and ask them to have a conversation among themselves. The other students then ask questions about the information that they have heard.



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Have a checklist prepared in advance, with criteria that you expect students to meet (presentation, clarity, strength of arguments, etc.). • Observe students as they participate in a conversation (or their reactions as an audience). Does the conversation flow easily? Is the information provided clearly and is it appropriate? Do the students respect protocol? Do other students pose appropriate questions or offer appropriate reactions? 	



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.2.1 become literate in the Smith-Francis orthography</p>	<p><i>This outcome is designed to foster students' ability to decode Mi'kmaw. It is essential that the texts to be decoded be sentences that students are already able to produce orally. Thus, an oral activity should lead to a reading activity, and thus to a writing activity (see writing outcomes SCO 8.3.1, 8.3.2, 8.3.4).</i></p> <p><i>Only complete sentences should be used for reading activities (or paragraphs).</i></p> <ul style="list-style-type: none"> • Using information provided by students during the course of oral activities, prepare a series of sentences, related to students' reality. Have the sentences written on the board or on conference paper and ask students to read them out. • Prepare a number of sentences that relate to the reality of different students (for example, <i>She has three brothers that live in Charlottetown</i>). Hand one strip to each student. Each student reads aloud the sentence on the strip and then must name the person to whom that sentence referred. • When writing activities have been completed (see writing outcomes SCO 8.3.1, 8.3.2, 8.3.4, for example), have various students read each other's texts. Always ask students to read aloud. • Read a short Mi'kmaw story. This is an activity that may take place over two or three periods, as it is essential to prepare students orally for the reading.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students for pronunciation and intonation patterns.• Note how well or how quickly students read sentences correctly.• Provide a story writer in a similar vein to one that has been read in class, and verify for comprehension.	<p>See <i>Steps in Reading Activities</i>, Appendix Q.</p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.2.2 be able to read simple Mi'kmaw texts with understanding</p>	<p><i>Oral activities should lead to reading activities, and thus to a writing activity (see writing outcomes SCO 8.3.1, 8.3.2, 8.3.4).</i></p> <p><i>Students must be prepared (orally) to read with success.</i></p> <p><i>Only complete sentences should be used for reading activities (or paragraphs).</i></p> <ul style="list-style-type: none"> • Have students read texts that provide information needed for project work. • Have students read texts that tell the story of known Mi'kmaw legends or stories. • Use a jigsaw cooperative learning activity to share the reading of a text. • Once a text has been read, have a student or a number of students re-tell the text. • Have stronger readers work with weaker readers. The stronger reader models reading and uses questions to verify comprehension. • Have students exchange texts that they have written; ask them to read the texts aloud. • Encourage students to create their own texts, using various styles, and then have them read the texts to their peers or younger students. This activity may be done in conjunction with Outcome 8.3.6.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Note whether students use information gathered from reading in work that they must produce. • Observe students as they carry out reading activities – are they pronouncing correctly? Do the sentences flow? • Verify student comprehension when they retell a text they have read. • Verify students' global understanding by asking questions. • Keeps notes on the titles of books that each student has read. 	<p>See <i>Steps in Reading Activities</i>, Appendix Q.</p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.2.3 increase use of vocabulary terms to understand Mi'kmaw texts</p>	<p><i>Oral activities should lead to reading activities, and thus to a writing activity (see writing outcomes).</i></p> <p><i>Students must be prepared (orally) to read with success.</i></p> <p><i>Only complete sentences (or paragraphs) should be used for reading activities. New vocabulary needs to be introduced in context and also be relevant to the task at hand.</i></p> <ul style="list-style-type: none"> • Have students, in groups, read a text for global comprehension. Each group should have a different text. Ask each group to identify four or five vocabulary items (depending on the length of the text) that they will then explain, orally, to other students. Students should be encouraged to use correct “teaching” strategies when introducing new terms to their peers. • When engaging in projects, encourage students to use the correct term when referring to elements in their presentation. Depending on the theme of the project, the vocabulary items could be illustrated and used correctly in a full sentence to be read by other students. • Have students explain a term that they have learned from another student. • When preparing students to read a new text, introduce essential vocabulary items in an authentic manner (relating to personal experience).



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Note students' proper use of new vocabulary items.Have students create sentences using new items. Verify that they have been used correctly.	See <i>Steps in Reading Activities</i> , Appendix Q.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.2.4 comprehend and interpret a variety of short, texts on unfamiliar topics in guided situations</p>	<p><i>Oral activities should lead to reading activities, and thus to a writing activity.</i></p> <p><i>Students must be prepared (orally) to read with success.</i></p> <p><i>Only complete sentences (or paragraphs) should be used for reading activities. New vocabulary needs to be introduced in context and also be relevant to the task at hand.</i></p> <p>Please consult the “Steps in Reading Activities”, Appendix Q.</p> <ul style="list-style-type: none"> • When preparing students to read a new text, introduce essential vocabulary items in an authentic manner (relating to personal experience). Have students <u>anticipate</u> what the text will be about by studying the cover page, illustrations, table of contents. Make connections with students' personal experience. • Have students predict what will happen during the story they are about to read, if it is a fictional text. In the case of an informative text, have students note what they already know about the subject or theme, what they would like to know about it. • The teacher reads the text aloud first, while students follow along. The teacher verifies comprehension by asking questions of a few students. Students, either in groups or singly, take turns in reading the text. Teacher ensures that correct pronunciation and intonation are used. The text should be read several times. • Once a text has been read several times and has been globally understood, it should be re-read with a focus on language elements that need to be internalized (either grammatical points or vocabulary items). • Plan to hold a personal reading time during class time, perhaps every two or three weeks (only once students are at ease with reading). • Once students' oral skills have been sufficiently developed, have them read books for global comprehension. This can be done a group activity. Have the students re-tell the story to other students in the class.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Provide students with a text that they have not yet read. Ensure that the text is written in the same style as a text that they have just read. Verify for global comprehension either:<ul style="list-style-type: none">○ by asking questions○ having other students ask questions• Ensure that students use correct language structures and intonation when asking and answering questions.	<p>See <i>Steps in Reading Activities</i>, Appendix Q.</p>



GCO3: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.1 achieve standard spelling using the Smith-Francis orthography</p>	<p><i>This outcome is designed to foster students' skills in writing correctly, both structurally and orthographically. No writing activity should take place without prior oral practice in the structure(s) to be used and reading practice as well.</i></p> <p><i>Only complete sentences should be accepted in writing.</i></p> <ul style="list-style-type: none"> • Have students write a short biography of a classmate. (This is essentially a revision activity, since the topic will have been covered in Grade 7). • Have students compose questions and answers for a game of "Twenty Questions" (for example). The questions and answers may be based on a text that has been read and understood. • Have students compose a letter to invite a member of the community to visit the class. Afterwards, have students compose a "thank-you" note to be delivered to that person. • When planning a school event, have students design posters with the necessary information.



GCO3: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Use rubrics or criteria to assess student writing.• Inform students prior to assessment that you will be focussing on specific aspects of writing (correct use of verbs, plural indications, etc.).	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.2 write original, short sentences using correct orthography</p>	<p><i>This outcome is designed to foster students' skills in writing correctly, both structurally and orthographically. No writing activity should take place without prior oral practice in the structure(s) to be used and reading practice as well.</i></p> <p><i>Only complete sentences should be accepted in writing.</i></p> <ul style="list-style-type: none"> • Ask students to write a short biography of one of their classmates. • Have students create a poster or an ad. • Have students write a short letter of invitation to a member of the community (and a thank-you note afterwards). • Invite students, in groups, to create a series of short stories (one page each, perhaps) that can then be read to younger students.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Verify student work for correct orthography.• Dictate a series of sentences and verify for correct orthography.• Design a simple cloze test that students must complete (do not provide possible answers)	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.3 exchange information with peers using technology to the degree it is appropriate</p>	<p><i>If students have a school e-mail address, then the school system should be used for these activities.</i></p> <ul style="list-style-type: none"> • Have students use appropriate social media technology to consult each other on the progress of group work. Ensure that they include you as a recipient. • Have students exchange information using appropriate social media. • Have students prepare a PowerPoint presentation.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Ask students to cc you in their communication that have to do with classroom work. • Monitor the Facebook account for accuracy (orthography, structure, etc.). 	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p> <p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.4 write and produce short dialogues dealing with day-to-day situations</p>	<ul style="list-style-type: none"> • Have students prepare skits dealing with daily situations (meals, going to school, etc.). These can be presented to the class or to younger students. • Have students create exchanges between historical characters. These can be presented to the class or to younger students. • Have students prepare humorous skits dealing with areas of interest (sports, music, etc.).



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Read student texts for understanding, structure and orthography.	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p> <p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.5 create class and school newsletters</p>	<p><i>The class newsletter is an ongoing project and plans should be made to have three or four issues over the course of the year. In keeping with the students' developing language skills, the newsletter can become more complex.</i></p> <p><i>If there is a school newsletter, then encourage students to submit items written in Mi'kmaw for inclusion.</i></p> <ul style="list-style-type: none"> • Have students write daily news reports on the restricted Facebook page. • After a few weeks of classes, discuss with students the possibility of producing a themed newsletter (either on paper or in digital format). The content of the newsletter could include articles, photographs, drawings with captions, etc. • When studying an aspect of Mi'kmaw culture or traditions, have students prepare a PowerPoint presentation on the subject. • Have students prepare announcements in Mi'kmaw that will be made to the school over the P.A. system.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Assign a task to separate groups of students (write an article on..., prepare a biography of...; imagine a dialogue between a newly-arrived European and a Mi'kmaq). Evaluate the work, using rubrics or criteria. Assess Facebook entries for accuracy of content as well as language usage. 	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p> <p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.6 consider audience when writing text</p>	<p><i>Before undertaking any written activity, discuss with students on how one prepares to write. Ensure that you are discussing one type of written text (for example, e-mail, formal letter of invitation, Twitter text, Facebook entry, an article on a sports activity, etc.).</i></p> <ul style="list-style-type: none"> • Have students write a letter, inviting a guest to make a presentation to the class. The letter should include information on the type of presentation requested (i.e., them or subject), the length of time and other details that the guest will need to know. • Have students create a journal entry for themselves. • Have students create a journal entry that might be read by others (for example, the log of a trip). • Have students prepare a short introduction of a guest speaker. • Ask students to prepare a poster announcing an event that is being prepared for younger students. • Have students write you a note once a week, commenting on their reaction to the week's classes.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Assess student writing, using rubrics or criteria, and verify correct use of structure, language, tone and orthography. 	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p> <p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.7 continue to create a repertoire of Mi'kmaw conversation greetings, salutations, words sentences and expressions</p>	<p><i>In Grade 7, students began creating a dictionary/repertoire of Mi'kmaw language elements.</i></p> <ul style="list-style-type: none"> • Ask students, when they are adding a new word to their dictionary, that they provide a definition of the word. The definition should be in Mi'kmaw. • When students enter a full sentence in their repertoires, ask them to indicate, in Mi'kmaw, in what situations they would use that particular sentence. • Repertoires may be created in various forms (artwork, digital, etc.).



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Examine students' repertoire from time to time to ensure that entries are correct and up to date.	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p> <p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.3.8 be able to use the three main tenses in Mi'kmaw and be aware of the importance of the other tenses</p>	<ul style="list-style-type: none"> • Have students write about past events in their journal. • Entries for the class newsletter (Outcome 8.3.5) may make reference to future events. • When reading a text written in Mi'kmaw, have students identify the markers that indicate tense.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Use rubrics or criteria to assess students' written work. • Ask students to write a short letter inviting a friend to a party. The letter should include a reference to activities that will take place at the party. 	<p>See <i>Steps for Writing Activities</i>, Appendix R.</p> <p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.1 demonstrate respectful listening behaviours</p>	<ul style="list-style-type: none"> • When greeting students, or speaking with them in any situation (in and out of school), model the listening behaviour that is expected of them. • Have students observe how people in the community listen to each other. What actions/behaviours do they notice? In what situations were these actions/behaviours witnessed? Have the students create charts listing the different behaviours observed and the situations in which they were observed. • Role-play short dialogues and ask that partners demonstrate proper listening behaviours.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.2 demonstrate the importance of the Mi'kmaw language to individuals, the school, and the community</p>	<ul style="list-style-type: none"> • Lead a discussion with students on the importance of language to individuals. What is language used for? What does it represent? • Ask students to note where there are signs in Mi'kmaw in the community. Are these only in Mi'kmaw? If so, what does this indicate? • Have students reflect on the ways in which language reflects culture (for example, there is no word for "good-bye" in Mi'kmaw – what does this say about the Mi'kmaq?). • <i>Non-Mi'kmaw students may be asked to participate in the above activities. The activities may be modified to suit students' own backgrounds.</i>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students in various situations. Do they use Mi'kmaw to communicate with each other?	





GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.3 use traditional Mi'kmaw activities to express Mi'kmaw identity and worldview</p>	<ul style="list-style-type: none"> • Have students celebrate Mi'kmaw special days through traditional activities in which they participate and present to other students in the school. • Have students prepare a sketch that portrays or explains an aspect of Mi'kmaw identity (this could be mimed or, if language skills are sufficiently developed, in Mi'kmaw). • In conjunction with the art teacher, ask students to create posters that present aspects of Mi'kmaw worldview. Posters could be placed in the school's hallways.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they prepare their activities and when they present them.• Assess students' presentations for accuracy.• Assess students' artwork for accuracy in presentation.	



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.4 investigate the ways in which the Mi'kmaw culture is similar and in which it is unique from other cultures on P.E.I.</p>	<p><i>Understanding cultures different from our own is difficult and challenging. It is a common prejudice that cultures that are unfamiliar to us are viewed as being inferior and are either discounted or attempts are made to colonize and assimilate. All cultures are unique and differ in many ways. However, all cultures also share similarities. The Mi'kmaq are a unique people of the Atlantic region of Canada, parts of the Gaspé peninsula of Québec and the Eastern Seaboard of the United States. They share commonalities with other First Nation groups.</i></p> <ul style="list-style-type: none"> • Ask students to work in pairs, each pair choosing an aspect of Mi'kmaw culture (for example, language, food, oral tradition, weapons, hunting, clothing, tools, literature, art, shelter, music, legends, customs, protocol, craft, family). Other topics may be approved by the teacher. Have each pair prepare a form of presentation (artwork, PowerPoint presentation, or other) that explains the aspect chosen and compares it to another culture that can be found on P.E.I. (for example, Irish, Lebanese, Acadian, etc.). • Have students view the video <i>Mi'kmaw: the Arrival</i> (N.S. Department of Education). Have students, using the <i>Nine Universals of Culture</i> (see Appendix E), make notes on Mi'kmaw expressions of the universals. • Have students interview Elders or older members of the community. The interviews should focus on unique cultural aspects of the Mi'kmaq, as perceived by the Elder. For non-Mi'kmaq students, interviews could focus on unique aspects of their own culture. • Have students read the quote on page 43 of <i>Msit No'kmaq: All My Relations</i> (MCPEI publication). What can be said about the Mi'kmaw traditional view of the land? Also read pages 21, 23 and 25 of the same publication. How can the Mi'kmaw view of the land teach lessons about the environmental concerns being expressed today? • Have students brainstorm a list of cultures they know about and list the celebrations each may have. What are some things that each culture has in common? What are some differences?



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Assess student presentations for accuracy and comprehension of the topic chosen. Lead students on a walk around school property to clean up discarded trash. What can the notion of Mother Earth teach us? Why might it be important to regard the Earth as a mother? 	<p>http://www.MCPEI.ca/node/624</p> <p><i>Mi'kmaq: The Arrival</i> (video). Department of Education, Nova Scotia.</p> <p><i>Msit No'kmaq: All My Relations</i>. Mi'kmaq Confederacy of Prince Edward Island.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.5 identify current practices, events, celebrations, traditions and sites associated with Mi'kmaw communities</p>	<ul style="list-style-type: none"> Using the calendar prepared annually by the MCPEI Research Department, have students determine which days in the Mi'kmaw tradition could be celebrated during the school year. What activities could be organized? Distribute a Tourism P.E.I roadmap, or project it on a screen. Ask students to locate and list place names that are found on P.E.I that could possibly have roots in Mi'kmaw. Have students speculate what these names mean and why they were chosen.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Prepare a list of Mi'kmaw place names (either from P.E.I or from elsewhere) and ask students, in groups or in pairs, to provide a reason for the choice of the place name. 	<p>P.E.I Tourism Road Map</p> <p>http://www.tourismP.E.I.com/Scenic-Drives-Large-Map</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.6 describe family activities, gatherings and special celebrations and traditions</p>	<ul style="list-style-type: none"> • Have students participate in a “show and tell” activity. This could be in the form of a PowerPoint presentation, for example, where students show pictures of various activities and explain their importance. • Have students’ research and create a brochure of particularly important events for the Mi’kmaq on Prince Edward Island. • Read the story <i>The Boy Who Visited Muini’skw</i>. What lessons can be learned? • If student language skills in Mi’kmaw are sufficiently developed, have them, in groups; create a short story that presents/explains an event or tradition that is important to the Mi’kmaq.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Assess student brochures for understanding of the importance of various events. Evaluate the use of Mi'kmaw language. Have students re-tell a story that they have read or heard, and assess accuracy (of events recounted, language use). 	<p>Whitehead, Ruth Holmes. <i>Six Mi'kmaq Stories</i>. Nimbus Publishing. Halifax. 1992</p> <p>http://www.MCPEI.ca/welcome?mini=calendar/2012/07/all</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.7 demonstrate they understand the importance of community in creating identity</p>	<ul style="list-style-type: none"> • Have students write a one-page reflection beginning with the words "I feel I belong when...". (If language skills are sufficiently developed, this should be done in Mi'kmaw.). • In groups of three, ask students to read the extract taken from David Bouchard's text <i>Nokum is My Teacher</i> (see Appendix T). What thought or thoughts does this text express? Do these thoughts relate to the students' own life in the community? • Have students reflect on the clan to which they belong. How do they express that sense of belonging? How are they expressions of the clan? What relationships exist within the clan and also between clans? How do these relationships influence students' being? Students could be asked to present their ideas in a variety of formats.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Assess student presentations using pre-determined criteria or rubrics. 	<p>Bouchard, David. <i>Nokum Is My Teacher</i>. Red Deer Press, Fitzhenry and Whiteside Ltd... 2006.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.8 describe and explain their own holistic identity</p>	<ul style="list-style-type: none"> • Have students, in groups, discuss the meaning of “holistic identity”. • Ask students to create a graphic designer that presents a holistic idea of “land” from the Mi'kmaw perspective. • Have students write a short descriptive paragraph about their own holistic identity. If language skills have been sufficiently developed, this should be done in Mi'kmaw.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Assess students' understanding of "holistic identity". Does it take into account the four elements (intellectual, physical, spiritual, emotional)?Using rubrics or predetermined criteria, evaluate student writing.	http://www.learnalberta.ca/content/aswt/index.html



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.9 understand why maintaining culture is important to communities</p>	<ul style="list-style-type: none"> • Have students, in groups, develop a “recipe” for culture. What ingredients are needed? How should the ingredients be mixed? With whom would the recipe be shared? • Lead a brainstorming activity with students (or have a student lead the activity) to explore the meaning of “communities”. Have them identify and name different communities and types of communities in the area. In groups, have students describe each of the identified communities (one community per group). What values does each community share? What brings these people together? What is the “culture” of each community? For example: linguistic community, artistic community, music community, teenage community, cliques in school, etc. Each group presents its work to the class. • Have students, in groups, describe what it means to be Mi'kmaq in P.E.I today.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
	http://www.learnalberta.ca/content/aswt/index.html



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.10 demonstrate an understanding of communication prior to contact and examine how communication changed for them in post-contact times</p>	<ul style="list-style-type: none"> Have students research modes of communication prior to the advent of the printing press. What mode or modes were used by the Mi'kmaq? (This topic has been partly covered in Grade 7, Outcomes 7.2.1 and 7.4.8.) In groups, ask students to make a list of the ways in which communication has changed in the last ten years. What effect have the different modes had on the way we communicate (for example, the use of "texting" and "Twitter" has created a "new" orthography in English and French)? Ask students to list how they use the different modes of communication available to them. For example, what type of message do they send via "Twitter"? Is it different from the type of message they send using "texting", e-mail or posts on social media such as Facebook? Lead a discussion on the importance of oral tradition in many cultures. How have the Mi'kmaq managed to maintain their tradition? How important is it to maintain this tradition?



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Provide students with an organizer (See Appendix L or M, for example) and ask them to list modes of communication (oral, written).• Observe students' behaviours as they participate in discussions. Do they apply Mi'kmaw protocol? Do they support their ideas well?	Appendix L or M.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.11 express an understanding of the Mi'kmaw worldview through a variety of media</p>	<ul style="list-style-type: none"> • In cooperation with the art teacher, have students create works which portray aspects of Mi'kmaw worldview. • Have students prepare a PowerPoint document on Mi'kmaw worldview and have it presented to the school. • Invite an Elder to the class to talk about worldview. Ask students to prepare questions prior to the visit. Once the visit is over, have students explain the answers that they have received to others. • Invite students to create a poem or a story, in Mi'kmaw, that portrays an aspect of Mi'kmaw worldview. The creations could be presented to others in the class or to students in other grades.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Assess student work using rubrics or predetermined criteria. • Observe student behaviour when in presence of the invited Elder. 	<p><i>Teachers will need to explore various avenues to identify resources to support these activities.</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.12 demonstrate understanding of the functions of the Grand Council, Band Chief and Council</p>	<ul style="list-style-type: none"> • Have students create a graphic organizer that shows the relationship between the various levels of governance. • Have students participate in a role-play situation where students find a solution to a problem that has been identified in class through the application of the Chief and Band Council structure.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
	<i>Teachers will need to explore various avenues to identify resources to support these activities</i>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.13 become aware of and demonstrate respect for a variety of cultures, human behaviours, experiences, emotions and ideas</p>	<p><i>This outcome may be attained in conjunction with the activities proposed for Outcomes 8.4.4 and 8.4.7.</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>8.4.14 demonstrate the importance of characters associated with Mi'kmaw stories (or history)</p>	<ul style="list-style-type: none"> • Select the names of important Mi'kmaw persons in P.E.I history and have students engage in research about contributions made to Mi'kmaw society (this could be in any sphere). The results of the research should be presented to other students in the class. • Have students, in groups, create a story or poem presenting an important person in Mi'kmaw history. • Have students, in groups, retell a Mi'kmaw legend or fable, and present the work to other students or another class. (See Outcome 8.3.2) • Have students prepare a sketch or short play in which they act out a story, legend or historical event. (See Outcomes 8.1.4, 8.3.4)



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Assess student creations using rubrics or predetermined criteria.Evaluate students' correct use of language and protocol.	<i>Teachers will need to explore various avenues to identify resources to support these activities.</i>







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GRADE 9
OUTCOMES
AND
SUGGESTED ACTIVITIES



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.1 listen and respond to a variety of extended, spoken text forms in a variety of media</p>	<ul style="list-style-type: none"> • Have students listen to a news broadcast, or other radio-show, in Mi'kmaw, and have them provide an oral summary of what they have heard. • Have students watch a television show, or DVD video, in Mi'kmaw, and ask them to provide an oral summary of what they have heard. This could be a film of a cultural event, for example. • Ask one student to read aloud a poem or other text to the class, and have the others respond orally to that text.



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Assess student creations using rubrics or predetermined criteria.Evaluate students' correct use of language and protocol.	<i>Teachers will need to explore various avenues to identify resources to support these activities.</i>



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.2 converse with others, respond, and ask questions in small- and large-group discussions</p>	<ul style="list-style-type: none"> • When students are working in groups on a project, ensure that they deal with each other in Mi'kmaw. • Place students in groups, and ask one or two of them to provide an oral summary of their activities of the previous day; the other students must ask questions to get further details. • Have a student lead the class in a discussion of a topic of interest to students. For example, if a class project is being planned, have the leader ask for suggestions on how to accomplish it. • Have a student lead the class in a series of interviews with other students on day-to-day topics.



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Observe students as they work with each other. Are instructions clear, do other students respond appropriately?	



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.3 participate in school routines</p>	<ul style="list-style-type: none"> • Have a student take roll-call, if this is a daily activity. • Ask students to carry out daily tasks, and to talk about them (for example, handing out papers, erasing the board, etc.). • Have a student lead an activity (for example, a series of physical exercises, providing the date and talking about the weather, or giving out a piece of news). • Invite students from other classes to come and listen to a story being told by your students. This can be done as a whole class activity, or with groups of younger students. • Have students create their own story that they can then retell orally, either to their own colleagues or to students in younger classes.



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students as they carry out their activities. Are they using Mi'kmaw appropriately? • Prepare a checklist of criteria that you wish to use to assess student performance (clarity of language, gestures, intonation, expression, structure of the story). 	



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.4 express opinions</p>	<ul style="list-style-type: none"> • Provide students in advance with a topic to discuss (for example, salaries of sportsmen, a school rule, etc.). Have a number of students express their opinion on the topic. If they are able to, they should support their opinion. • Organize a debate in the class, with, perhaps, two students in favour of an idea and two others against the idea proposed. The teams debate and other students are allowed to ask questions for clarification. You may have students decide which team has “won” the debate. • Ask students for their reactions to a text that they have read or that has been used in class. Insist that they support their statements (see Outcomes 9.2.1, 9.2.3, 9.2.4, 9.4.12 and 9.4.13).



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Have a checklist prepared in advance, with criteria that you expect students to meet (presentation, clarity, strength of arguments, etc.).• Observe students as they participate in a debate (or their reactions as an audience). Are their presentations clear? Do other students pose appropriate questions or offer appropriate reactions?	



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.5 participate in conversations on day-to-day topics in informal settings such as the playground, hallways, recess areas and cultural centres</p>	<ul style="list-style-type: none"> • When crossing paths with students in the school or in the community, engage them in a brief conversation. • Encourage students to use Mi'kmaw whenever they get together. • Encourage members of the community to interact with students in Mi'kmaw. • Visit a cultural centre with students and have them engage in conversations with the staff.



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they interact with others in different settings. Is the language used appropriate for the situation? Are they easily understood?	



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.6 describe and share thoughts with increasingly complex word phrases</p>	<ul style="list-style-type: none"> • Choose a topic of interest to the students (for example, sports, activities, traditional activities) and ask them to talk about the topic in detail. • When asking students to describe objects or to talk about ideas, encourage them to use appropriate vocabulary and structures that they have mastered. • Ask students to provide details and opinions about their daily activities or one specific activity that they accomplished the previous day (see Outcomes 9.1.5 and 9.1.6).



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Observe students as they speak: are they using increasingly complex structures correctly? Is their meaning clear?	<i>The Sacred Tree</i> ; University of Lethbridge, Alberta; ISBN 0-91955-54-3; 1988



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.7 narrate experiences</p>	<ul style="list-style-type: none"> • Invite students to talk about the activities in which they engaged during a weekend. • Have students talk about a trip they took with family or friends. Encourage other students to ask questions or to express their thoughts on the topic being discussed. • Have students prepare a narrative that they can share with younger students orally. • Ask students, in groups, to talk about their experiences in engaging with younger classes. They should be able to describe the activity, the sequence of events and their reaction to the activity. They should also be able to comment on the reactions of the younger classes to the activity (see Outcome 9.1.6).



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Observe students as they talk about their experiences. Are they being clear? Are they using complex structures? Are they using correct structures to express actions in the past? 	<p>Alden Nowlan, <i>Nine Micmac Legends</i>, Nimbus Publishing, Halifax, NS. ISBN 10: 0-88999-196-0; ISBN 13: 978-0-88999-196-5. 2007</p> <p><i>The Mi'kmaq Anthology</i>, Edited by Rita Joe and Lesley Choice, Pottersfield Press, Nova Scotia; ISBN 1-895900-04-2; 1997.</p> <p><i>The Sacred Tree</i>; University of Lethbridge, Alberta; ISBN 0-91955-54-3; 1988</p> <p>Alexie, Sherman, <i>The Absolutely True Diary of a Part-Time Indian</i>; Hachette Book Group, New York, NY, USA; ISBN 978-0-316-01368-0; 2009</p> <p>Clark, Peter D, <i>Woods, Places, Bears 'n Faces</i>; Penniac Books, Durham Bridge, NB; ISBN:0-9699648-0-3; 1995</p>



GCO1: Students will be expected to express themselves with respect in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.1.8 discuss a limited number of topics using Mi'kmaw</p>	<p><i>This outcome may be met with most of the activities proposed for outcomes in GCO4.</i></p> <ul style="list-style-type: none"> • Choose a topic of interest to the students (for example, sports, activities, traditional activities) and ask them to talk about the topic. Students should be able to explain their interest in the topic. • Provide a topic dealing with aboriginal rights or treaties and lead a discussion with students on the topic.



GCO1: Students will be expected to express themselves in the Mi'kmaw language to communicate ideas, information, feelings and experiences.

Suggestions for Assessment	Notes and Resources



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.2.1 be able to read a variety of Mi'kmaw texts with understanding</p>	<p><i>This outcome is designed to foster students' ability to decode Mi'kmaw. It is essential that the texts to be decoded contain sentences that the students are able to produce orally, which will allow them to understand the meaning of other sentences through context.</i></p> <ul style="list-style-type: none"> • Have students prepare texts, based on personal information or personal likes and dislikes (see Outcomes 9.3.1 and 9.3.5). Other students then read the texts and extract information that they can share with their colleagues. • Provide texts that have been written in Mi'kmaw, dealing with traditional activities or historical events. Have students, in groups, read the texts and prepare an oral report on the text (see Outcome 9.1.8).



GC02: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Listen to students reading aloud from texts. Are they decoding correctly? Do they understand the sentences that they are decoding? • Prepare a checklist of content information from a text, and verify students' understanding. 	



GC02: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.2.2 show an ability to construct meaning by integrating knowledge of cueing systems, text structure, text organization, language features, and subject-specific language</p>	<ul style="list-style-type: none"> • Provide a short text written in Mi'kmaw that has some words missing. Ask students to supply the missing words (or parts of sentences). Student responses may not be the same as the original, but should fit the meaning of the whole text. • Provide students with a text whose paragraphs have been placed in a different order to the original. Ask students to restructure the text correctly. • Provide students with a text that allows students to complete a paragraph or two. Students should provide a logical ending to the paragraph(s), based on the meaning of the text.



GC02: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Assess students' work based on expectations and instructions given.• Provide students with a text whose paragraphs have been placed in a different order to the original. Ask students to restructure the text correctly. This text should not be one that students have studied previously.	



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.2.3 comprehend a variety of lengthy texts on familiar topics in guided situations</p>	<p><i>Prior to using the following activities, engage students in a discussion of the topics to be addressed.</i></p> <ul style="list-style-type: none"> • Divide the class into groups of four or five students. Assign a different text to each group. Have them read the texts and prepare a written summary (see Outcomes 9.3.1, 9.3.5 and 9.3.8) that they can then present to the class (See Outcome 9.1.6). • Plan a jig-saw activity for reading and comprehending a lengthy text that deals with a Mi'kmaw tradition or legal ruling. Students should be able to discern the major points of the text and be prepared to report on them (see Outcomes 9.1.6, 9.3.1, 9.3.5, 9.4.5, 9.4.6, 9.4.12 and 9.4.13). • Read aloud part of a text to students, and then provide groups with different paragraphs or sections of the text that they need to read and use to restructure the text.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Verify students' understanding through questioning.• Assess students' understanding through their summaries.• Assess students' ability to restructure a text correctly.	



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.2.4 respond personally to a variety of texts</p>	<ul style="list-style-type: none"> Over a period of time, provide students with a variety of texts to read. These could be poems, legends, historical texts, and works of fiction by Mi'kmaw authors (or other First Nations' writers). Have students provide a reaction to the texts that they have read. Responses could be a short paragraph explaining the feelings that the text induced in the student or a piece of art work created by the student, inspired by the text that has been read (see Outcome 9.1.1, 9.1.4, 9.1.6 9.3.1 and 9.3.8).



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
	<p>Alden Nowlan, <i>Nine Micmac Legends</i>, Nimbus Publishing, Halifax, NS. ISBN 10: 0-88999-196-0; ISBN 13: 978-0-88999-196-5. 2007.</p> <p><i>The Mi'kmaq Anthology</i>, Edited by Rita Joe and Lesley Choice, Pottersfield Press, Nova Scotia; ISBN 1-895900-04-2; 1997.</p> <p><i>The Sacred Tree</i>; University of Lethbridge, Alberta; ISBN 0-91955-54-3; 1988.</p> <p>Alexie, Sherman, <i>The Absolutely True Diary of a Part-Time Indian</i>; Hachette Book Group, New York, NY, USA; ISBN 978-0-316-01368-0; 2009.</p> <p>Knockwood, Isabelle, <i>Out of the Depths</i>, Roseway Publishing, Lockeport, NS; ISBN: 1-896496-29-6; 2001.</p> <p>Paul, Daniel N., <i>We Were Not the Savages</i>, Fernwood Publishing, Halifax, NS. ISBN 10: 1-55266-209-8; ISBN 13: 978-1-55266-209-0; 2001.</p>



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.2.5 view and respond to a variety of representations and media within and beyond the school context</p>	<ul style="list-style-type: none"> Over a period of time, provide students with a variety of texts to read, films to watch or other types of representations (for example, recordings of music, visiting artists). Have students provide a reaction to what they have watched or heard. Responses could be a short paragraph explaining the feelings that the text induced in the student or a piece of art work created by the student, inspired by the text that has been read (see Outcomes 9.1.1, 9.1.4 and 9.1.7). Students could decide to prepare a sketch to act out what they have seen or heard, and present their creation to other classes in the school. Invite a Mi'kmaw writer or singer to the class and have the guest lead a discussion with students. Once the visit is over, have students provide a reaction to the visit, either in writing or orally.



GCO2: Students, using a variety of strategies, resources and technologies, will be expected to select, read, and understand a range of Mi'kmaw language texts, in particular those written using the Smith-Francis orthography.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Depending on the type of assessment tool to be used, evaluate student responses using pre-established criteria.	



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.1 create and share a variety of texts (both narrative and informational) adhering to grammatical rules and the Smith-Francis orthography</p>	<p><i>This outcome can be met through activities proposed for Outcomes 9.1.5, 9.1.6, 9.1.8, 9.2.1, and 9.2.2.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.2 use elements of basic story writing</p>	<ul style="list-style-type: none">• Have students, in groups, study a story in order to understand its structure. Ensure that students have access to different types of short stories (for example, fairy tales, legends, myths, action tales; see Outcome 9.2.2).• Have students, in groups, write a story, respecting the structure needed for the type of story they wish to tell. The stories could be collected into a small booklet and placed in the library.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Once students are familiar with the structure of various types of story, provide them with a text and ask them to indicate its structure to you. 	



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.3 exchange information with members of the community, using technology</p>	<ul style="list-style-type: none"> • Have students write to members of the community (school, town, merchants, etc.) requesting information on a topic of interest. • Have students write to members of the community (school, town, merchants, etc.) informing them of upcoming activities at the school, in particular those that pertain to Mi'kmaw language and culture. • Have students write a letter of appreciation to a visitor to the class.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Assess student writing for structure of text, as well as correct use of language (sentence structure and spelling).	<i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.4 create a community newsletter</p>	<ul style="list-style-type: none"> • Have students, in groups, design various parts of a community newsletter (news, activities, advertisement, sports reporting, book review, review of cultural activities, interviews with members of the community). • Have students, in groups, provide the information to be included in the newsletter. Each group is responsible for preparing its section of the newsletter. • Have students with an artistic bent create artwork or design the pages of the newsletter, using available software.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Depending on the type of assessment tool to be used, evaluate student writing using pre-established criteria. 	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.5 take into account audience and purpose when writing reports and other texts</p>	<p><i>This outcome may be achieved in conjunction with all other writing outcomes.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.6 continue to create a repertoire of Mi'kmaw conversation greetings, salutations, words sentences and expressions</p>	<ul style="list-style-type: none"> • Ask students, when they are adding a new word to their dictionary, to provide a definition of the word, in Mi'kmaw. They should also use the word in a sentence. • When students enter a full sentence in their repertoires, ask them to indicate, in Mi'kmaw, in what situations they would use that particular sentence. • The repertoire may be created in various forms (artwork, digital, etc.).



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.7 demonstrate an ability to share stories with younger classes in writing</p>	<ul style="list-style-type: none"> • Have students write a story based on a Mi'kmaw legend, using simple language. Once the story is ready, have them read the story to students in younger classes (see Outcome 9.1.7). • Have students create a poem or a song in Mi'kmaw. Ask them to produce the text in front of younger students.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Using pre-established criteria, assess student work, verifying story structure, sentence structure, spelling, tone, etc. 	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.3.8 use process writing (prewriting, drafting, revising, proofreading, and presenting) in all its forms</p>	<ul style="list-style-type: none"> • In groups, have students prepare a text on a subject of interest. Have them brainstorm their ideas, do a first draft, revise the draft, proofread the text and decide whether illustrations are necessary. Students then present their texts to others. • Apply the same strategy as above, but have students write texts individually. They should have their peers review at least one draft.



GCO3: Students will be expected to create texts and orations collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Using pre-established criteria, assess student work, verifying story structure, sentence structure, spelling, tone, etc.Observe students as they carry out this work. Are they applying the process-writing strategies?	<p><i>Writing activities should take place only once students are at ease with using spoken language. Nothing should be written that has not been previously said and read.</i></p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.1 demonstrate respectful listening behaviours</p>	<ul style="list-style-type: none"> • When greeting students, or speaking with them in any situation (in or out of school), model the listening behaviour that is expected of them. • Have students observe how people in the community listen to each other. What actions or behaviours do they notice? In what situations were these actions or behaviours witnessed? Have the students create charts listing the different behaviours observed and the situations in which they were observed. • Role-play short dialogues (various situations) and ask that partners demonstrate proper listening behaviours.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they listen to each other. Are they demonstrating respectful listening behaviours?	



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.2 respond with confidence in culturally appropriate ways to various audiences and situations</p>	<ul style="list-style-type: none"> • Have students practice, through role-play, appropriate ways in which to respond to various audiences and situations. • When guests are to be invited to the classroom, have students prepare appropriate responses and practice them before the visit is to take place (See Outcomes 9.1.2, 9.1.4, 9.1.6). • Invite an Elder to the class to discuss various situations in which specific behaviours are expected.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they practice. Are they using appropriate language? Do they react appropriately in a spontaneous way?	



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.3 practice and promote Mi'kmaw language and culture to all members of the school</p>	<p><i>The activities proposed here may be conducted in conjunction with activities that have been proposed for Outcomes 9.1.2, 9.1.3, 9.1.5, and 9.4.4.</i></p> <ul style="list-style-type: none"> • Have students celebrate Mi'kmaw special days through traditional activities in which they participate and present to other students in the school. • Have students organize special activities promoting Mi'kmaw culture. Students in Grade 9 could be expected to lead this type of activity, in Mi'kmaw, helping younger students be involved. • Have students prepare a sketch that portrays or explains an aspect of Mi'kmaw identity. • In conjunction with the art teacher, ask students to create posters that celebrate Mi'kmaw traditions or worldview. • In conjunction with the music teacher, ask students to create songs in Mi'kmaw. Or have them compose music to accompany a sketch that is being prepared.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> • Observe students as they prepare their activities and when they present them. • Assess students' presentations for accuracy (both content and language used). 	<p>First Nations' Education Initiative Incorporated, <i>Understanding and Appreciation of First Nations History and Culture</i>, Lincoln (NB). N.D.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.4 explain Mi'kmaw identity and worldview</p>	<p><i>The activities proposed here may be conducted in conjunction with activities that have been proposed for Outcomes 9.1.2, 9.1.5, 9.1.7 and 9.4.3.</i></p> <ul style="list-style-type: none"> • Have students work in pairs or groups, each pair or group choosing an aspect of Mi'kmaw identity or worldview and preparing a form of presentation (art work, PowerPoint presentation, speech, poem, or other) that explains the chosen aspect. Students can make their presentations to their own class or other classes. • Invite an Elder to the class and ask students to explain an aspect of Mi'kmaw identity or worldview. The Elder could be asked to comment on the presentation and propose improvements to it. Students then rework the presentation in light of the Elder's comments. • Have students prepare a dramatic presentation that illustrates through action Mi'kmaw identity and worldview. • In groups, have the students read the text provided in Appendix U. Have each group prepare a reaction that they can then share with the class. What is the point of the story? In what way does it illustrate the Mi'kmaw worldview?



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Using pre-established criteria, assess student presentations. 	<p>First Nations' Education Initiative Incorporated, <i>Understanding and Appreciation of First Nations History and Culture</i>, Lincoln (NB). N.D.</p> <p>Knockwood, Isabelle, <i>Out of the Depths</i>, Roseway Publishing, Lockeport, NS; ISBN: 1-896496-29-6; 2001.</p> <p>Paul, Daniel N., <i>We Were Not the Savages</i>, Fernwood Publishing, Halifax, NS. ISBN 10: 1-55266-209-8; ISBN 13: 978-1-55266-209-0; 2001.</p> <p>Reed, Kevin, et alii, <i>Aboriginal Peoples in Canada</i>, Pearson Canada, Toronto (ON); ISBN: 978-0-13-510649-5. 2011.</p> <p>Filion, Barbara, et alii, <i>Aboriginal Beliefs, Values and Aspirations</i>, Pearson Canada, Toronto (ON); ISBN: 9787-0-13510651-8; 2011.</p> <p>Whitehead, Ruth Holmes, <i>Elitekey, Micmac Material Culture from 1600 AD to the Present</i>, Nova Scotia Museum, Halifax (NS); ISBN: 0-919680-13-5; 1980</p> <p><i>The Sacred Tree</i>; University of Lethbridge, Alberta; ISBN 0-91955-54-3; 1988</p> <p>Ahenakew, Freda, et alii, <i>Native Voices</i>, McGraw-Hill Ryerson Limited, Toronto (ON); ISBN: 0-07-551448-6; 1993</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.5 present stories and legends relating to Mi'kmaw culture</p>	<p><i>The activities proposed here may be conducted in conjunction with activities that have been proposed for Outcomes 9.1.6, 9.1.7, 9.2.2, 9.3.1, 9.3.4, and 9.3.5.</i></p> <ul style="list-style-type: none"> • Have students work in pairs or groups, each pair or group choosing a Mi'kmaw story or legend and have them prepare a form of presentation (art work, PowerPoint presentation, speech, poem, or other) that retells the story or legend... • Have students prepare a dramatic presentation that illustrates a Mi'kmaw story or legend. Students could present to younger classes.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Using pre-established criteria, assess student presentations. 	<p>Clark, Peter D, <i>Woods, Places, Bears 'n Faces</i>; Penniac Books, Durham Bridge, NB; ISBN:0-9699648-0-3; 1995</p> <p>Alden Nowlan, <i>Nine Micmac Legends</i>, Nimbus Publishing, Halifax, NS. ISBN 10: 0-88999-196-0; ISBN 13: 978-0-88999-196-5. 2007</p> <p><i>The Mi'kmaq Anthology</i>, Edited by Rita Joe and Lesley Choice, Pottersfield Press, Nova Scotia; ISBN 1-895900-04-2; 1997.</p> <p>http://www.mcpei.ca/node/624</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.6 describe traditional practices still in use today and current practices, events, celebrations and traditions associated with Mi'kmaw communities</p>	<ul style="list-style-type: none"> • Have students identify a number of Mi'kmaw events of interest. Students, in groups, prepare a description of one of the events (applying the writing process) and present the description to the class. All descriptions could be combined into a small booklet, or included in an edition of the community newsletter (See Outcomes 9.3.1, 9.3.4 and 9.3.5). • Students could present their descriptions orally to other classes or to the school at an assembly (see Outcomes 9.1.6, 9.1.7, 9.3.1, 9.3.4 and 9.3.5).



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Using pre-established criteria, assess student presentations. 	<p><i>The Sacred Tree</i>; University of Lethbridge, Alberta; ISBN 0-91955-54-3; 1988</p> <p>Ahenakew, Freda, et alii, <i>Native Voices</i>, McGraw-Hill Ryerson Limited, Toronto (ON); ISBN: 0-07-551448-6; 1993</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.7 identify ways to form respectful relationships in a variety of formal and informal situations relating to home, family and the community</p>	<ul style="list-style-type: none"> • Have a number of students prepare a sketch in which they play the roles of various persons within a defined group (for example, a cultural committee, a decision-making body, family discussion among parents and grandparents). The students should present the sketch to the class and a discussion should take place afterwards.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.8 describe and explain the importance of family and community in creating identity</p>	<ul style="list-style-type: none"> • Have students write a one-page reflection on how belonging to a family helps to create a sense of identity. • Have students write a one-page reflection on how belonging to a community through one's family helps to create a sense of identity. • In groups, have students prepare a presentation (a sketch, for example) in which they explain the importance of feeling connected through family and community. • In cooperation with the art teacher, have students create posters that celebrate family and community (for example, a drawing representing a traditional community activity). • In cooperation with the music teacher, have students create a song (any style) that celebrates family and community. • In cooperation with the music teacher, have students compose music to accompany a presentation prepared by the class (either a sketch or some other form of presentation).



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Assess student work using pre-established criteria (for example, length of text, sentence structure, spelling, clarity of ideas presented, structure of the text, paragraph structure).	



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.9 demonstrate respect for self, Elders, parents, all living things, and the surroundings by participating in activities working toward a healthy, holistic identity</p>	<ul style="list-style-type: none"> • Ask students to read the text that can be found in Appendix U. In groups, have them discuss the lesson that is taught by the tale. • Have students discuss the importance of bannock as a symbol to the Mi'kmaq. • Students could be invited to prepare bannock and share it with other classes. Students should use the opportunity to explain the importance of bannock (or perhaps some other element) to other classes. • Have students prepare a sketch based on the text in Appendix U and have them present it to younger classes. Have them lead a discussion with the younger students on the lesson taught in the text. • The above activities could be adapted to other texts, so that different groups of students could present the importance of various symbols. • Have students prepare other dishes that are offered during Mi'kmaw meals or ceremonies. Students could ask members of the community for various recipes and prepare a recipe book in Mi'kmaw.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
	<p>Appendix U.</p> <p>Ahenakew, Freda, et alii, <i>Native Voices</i>, McGraw-Hill Ryerson Limited, Toronto (ON); ISBN: 0-07-551448-6; 1993.</p> <p><i>The Sacred Tree</i>; University of Lethbridge, Alberta; ISBN 0-91955-54-3; 1988.</p> <p>Reed, Kevin, et alii, <i>Aboriginal Peoples in Canada</i>, Pearson Canada, Toronto (ON); ISBN: 978-0-13-510649-5. 2011.</p> <p>Filion, Barbara, et alii, <i>Aboriginal Beliefs, Values and Aspirations</i>, Pearson Canada, Toronto (ON); ISBN: 9787-0-13510651-8; 2011.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.10 demonstrate awareness and respect of a variety of cultures, human behaviours, experiences, emotions and ideas, including worldviews.</p>	<ul style="list-style-type: none"> • Have students, working in pairs, choose an aspect of another culture that they would like to study (for example, language, food, oral traditions, weapons, hunting, clothing [national costumes], shelter, tools, music, legends, etc.). Have each pair prepare a presentation (artwork, PowerPoint presentation, other) that explains the aspect chosen. Students should be encouraged to compare their findings with Mi'kmaw traditions, history and worldview. • Have students reflect on the clan to which they belong. Do other cultures have the same sense of kinship? How is it shown? What is its importance? • Ask students, in groups, to find expressions in another culture that reflect certain teachings of that culture (for example, the equivalent of Killing two birds with one stone or some other saying. In what way do they convey similar thoughts? In what way are they different? Students should be prepared to explain their findings. • Ask students to research, either individually or in groups, the oral traditions of a number of cultures. In what way is the tradition similar to the Mi'kmaq's?



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Assess student work using pre-established criteria. Are presentations clear? Do they make correct links between the chosen culture and the Mi'kmaw culture? Assess students' written work to ensure accuracy and correct structure of paragraphs and text. In the case of oral presentations, assess student performance using pre-established criteria (for example, diction, gestures, clarity of content, strength of argument, etc.) 	<p>Reed, Kevin, et alii, <i>Aboriginal Peoples in Canada</i>, Pearson Canada, Toronto (ON); ISBN: 978-0-13-510649-5. 2011.</p> <p>Filion, Barbara, et alii, <i>Aboriginal Beliefs, Values and Aspirations</i>, Pearson Canada, Toronto (ON); ISBN: 9787-0-13510651-8; 2011.</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.11 demonstrate and explain the ways in which modern communication media influences interaction among First Nations communities</p>	<ul style="list-style-type: none"> • In Grade 8, students researched modes of communication prior to the advent of the printing press and also modes of communication among the Mi'kmaq. Lead a discussion about modern communication modes and how this has affected interaction between people and peoples. Ask students, in groups, to prepare a short presentation focusing on one of the modern communication tools and how it affects day-to-day interactions among the Mi'kmaq. • Have students, in groups, research ways in which one First Nation community is able to have an impact on another through modern communication modes. Each group could focus on one of the modes and provide examples of the type of influence (see Outcomes 9.1.1, 9.1.4).



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Using pre-established criteria, assess student presentations. Look for clarity of expression and specific examples of influences.	



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.12 analyse Mi'kmaw traditions and modern government processes such as the Grand Council and the Band Chief and Council</p>	<ul style="list-style-type: none"> • Have students choose a Mi'kmaw tradition in the area of conflict resolution. How does that tradition compare to the mainstream government's way of doing this? Students should be prepared to present their ideas to their classmates, using the presentation mode they prefer. • Have students research how Mi'kmaw society was governed in the past. What are the differences between the past and the present? Students should be prepared to present their ideas to their classmates, using the presentation mode they prefer. • Lead a discussion on the role of the Band Chief and the Band Council. Have students, in groups, study one of the roles and explain its importance with respect to Mi'kmaw traditions, history and world-view. Students should be prepared to present their ideas to their classmates, using the presentation mode they prefer. • Lead a discussion on the role of the Grand Council. In what way is it different from the Band Council? What are its functions? Have students study one of the functions and explain its importance and the potential effect of Grand Council decisions on the students' community. • Propose a role-play situation, where one student is a chief, others are members of a Band Council and others still, members of a Grand Council. Propose a topic for discussion and ask the students to find a solution (see Outcome 9.1.2).



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Assess students' presentations using pre-established criteria. Observe students as they role play. Are they respecting Mi'kmaw protocol? Are they presenting logical suggestions for solutions based on Mi'kmaw traditions and worldview? 	<p>Reed, Kevin, et alii, <i>Aboriginal Peoples in Canada</i>, Pearson Canada, Toronto (ON); ISBN: 978-0-13-510649-5. 2011.</p> <p>Filion, Barbara, et alii, <i>Aboriginal Beliefs, Values and Aspirations</i>, Pearson Canada, Toronto (ON); ISBN: 9787-0-13510651-8; 2011.</p> <p>Ahenakew, Freda, et alii, <i>Native Voices</i>, McGraw-Hill Ryerson Limited, Toronto (ON); ISBN: 0-07-551448-6; 1993</p>



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

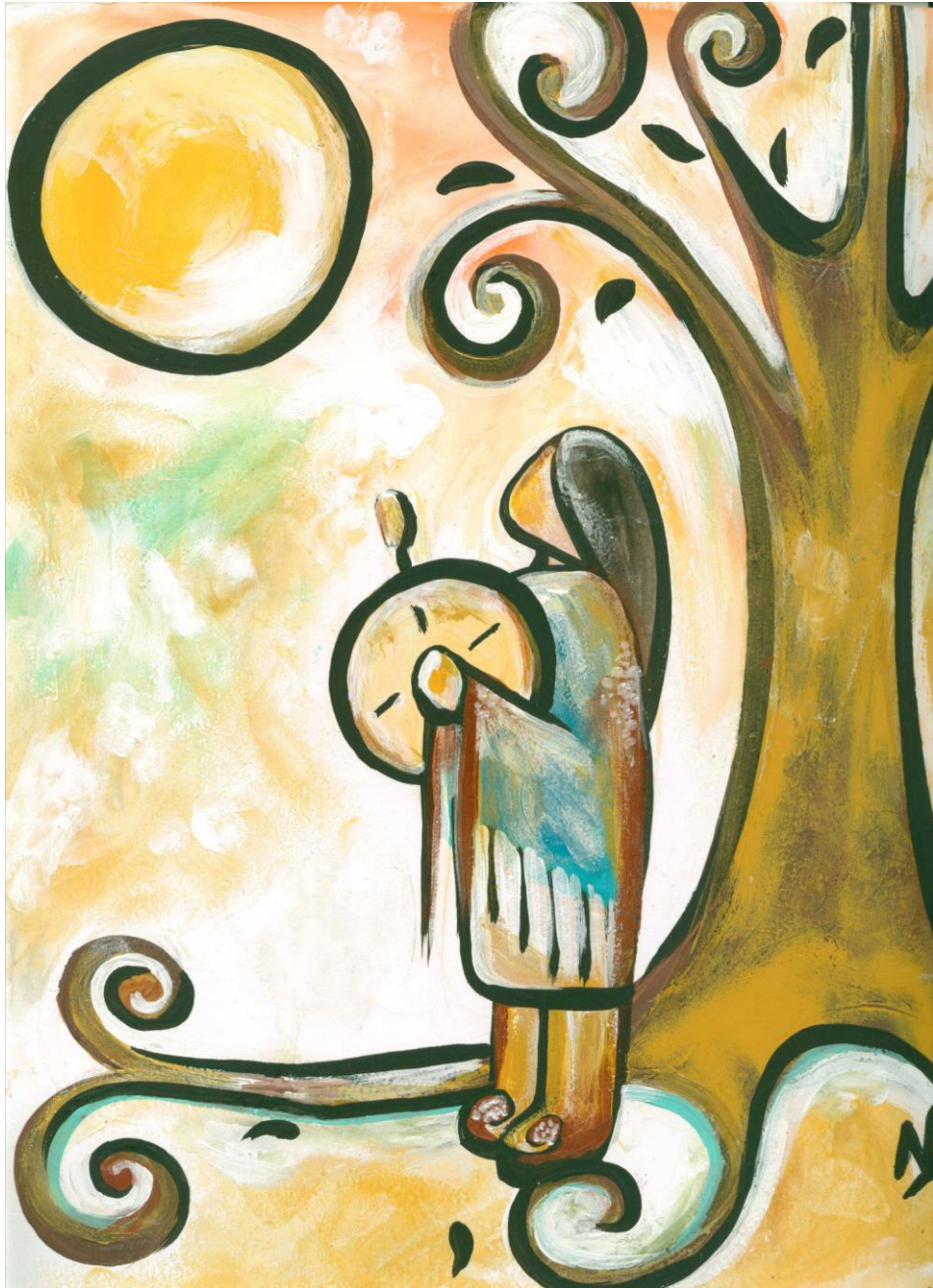
Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>9.4.13 examine landmark court cases in a critical and analytical manner</p>	<ul style="list-style-type: none"> • For this activity, students should work in pairs or in groups. Distribute summaries of landmark court cases (either from contemporary newspaper or magazine reports or abstracts of the cases themselves). Each group should study a different court case. Ask each pair or group to prepare a short text or presentation outlining the reason for the decision. Students should be expected to explain the outcome of the various rulings (for example, the Donald Marshall case on fishing rights). They should also seek to understand whether the decision was based on traditional First Nations' practices or whether the decision was made from the point of view of common law. • Once a number of cases have been studied, have students organize a debate in which one side agrees with the decision and the other side disagrees. • Using a court case in particular, have students, in groups, prepare a commentary on the impact that the decision had on First Nations. The commentary could take the form of a presentation, a poem, a sketch (role-play), artwork, cartoon, a song, etc. • If language skills have been developed sufficiently, students could create a sketch in which they present "their" case to the courts.



GCO4: Students will be expected to express their understanding of Mi'kmaw history, culture, traditions, values and worldview and articulate, appreciate and practice ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Assess students' presentations using pre-established criteria.• Evaluate students' understanding of the consequences of landmark court cases through questioning.	





Drumming to the Sun - Adulthood © *Natalie Sappier*



APPENDICES



Appendix A - Petroglyphs, Hieroglyphs and Wampum

Petroglyphs are drawings that were etched onto the walls of caves and on the sides of large rocks. These rock drawings might tell of the good hunting and fishing areas, they also might tell of a treaty that was made with another tribe. The petroglyphs also appear on the L'napskuk (wampum belt). The L'napskuk was a string of beads made of quahog clam shells, which were white in colour, and abalone shells that were purple in colour. How these beads were put together would tell what it signified.

The Jesuit missionaries saw that the Mi'kmaw children could communicate with one another using symbols etched with a stick in the sand or rock. Father Christian LeClerq, a French missionary priest, saw that the Mi'kmaw children used symbols similar to hieroglyphics while communicating with one another. To the Mi'kmaw children, this was a form of game, but LeClerq saw it as a way of communicating with the Mi'kmaq and teaching them the Roman Catholic prayers.



Consonant/Vowel

pa	pe	pi	po	pu	p̄i
ta	te	ti	to	tu	t̄i
ka	ke	ki	ko	ku	k̄i
qa	qe	qi	qo	qu	q̄i
ja	je	ji	jo	ju	j̄i
sa	se	si	so	su	s̄i
la	le	li	lo	lu	l̄i
ma	me	mi	mo	mu	m̄i
na	ne	ni	no	nu	n̄i
wa	we	wi	wo	wu	w̄i
ya	ye	yi	yo	yu	ȳi

Vowel/Consonant

ap	ep	ip	op	up	̄ip
at	et	it	ot	ut	̄it
ak	ek	ik	ok	uk	̄ik
aq	eq	iq	oq	uq	̄iq
aj	ej	ij	oj	uj	̄ij
as	es	is	os	us	̄is
al	el	il	ol	ul	̄il
am	em	im	om	um	̄im
an	en	in	on	un	̄in
aw	ew	iw	ow	uw	̄iw
ay	ey				



Mi'kmaw Alphabet Sounds and Pronunciation Guide

Mi'kmaw	English	Mi'kmaw	English
A	<u>A</u> men	L	<u>L</u> ike or Fee <u>l</u>
E	<u>M</u> et	M	<u>M</u> e or Hi <u>m</u>
I	<u>B</u> it	N	<u>N</u> ew or Ca <u>n</u>
O	<u>A</u> lso	W	<u>W</u> ill or Ho <u>w</u>
U	<u>P</u> ut	Y	<u>Y</u> es or Gre <u>y</u>
A'	<u>P</u> alm	S	<u>S</u> it or Wa <u>s</u>
E'	<u>W</u> here	Q	Guttural as in Ba <u>ch</u>
I'	<u>S</u> eed		
O'	<u>G</u> o		
U'	<u>S</u> ue		
i	<u>A</u> pron		

P, T, J, and K

	Between vowels and after l, m, n		Next to consonants except after l, m, n
P	'b' as in <u>B</u> all	P	'p' as in <u>P</u> ut
T	'd' as in <u>D</u> og	T	't' as in <u>T</u> oy
J	'j' as in <u>J</u> im	J	'ch' as in <u>Ch</u> urch
K	'g' as in <u>G</u> o	K	'k' as in <u>C</u> ake

Diphthongs

Mi'kmaw	English	Mi'kmaw	English
Aw	'ou' as in <u>S</u> cout	E'w	Not found in English
Ew	Not found in English	Ay	'i' as in <u>I</u> ce
Iw	Not found in English	Ey	'a' as in <u>A</u> che
Ow	'o' as in <u>O</u> ak	Ai	'ie' as in <u>D</u> ie
A'w	'ow' as in <u>H</u> ow		



Mi'kmaw Pronunciation Practice Sheet

A - Sounds like A in (Amen)

Aluk	Awti	Amu	Apikjilu	Api	Amaljikwej	Ala
Atuomkmin	Ula	Staqa	Netake'k	Nenage'k	Menak	Kaqiaq

E - Sounds like E in (Met)

Eptek	Eptaqan	Eske'k	Eliey	Elukwet	Eksitpu'k	Eleke'wit
Tekik	Leke	Jakej	Juku'e	L'mie	Lukwe	Tekteskaq

I - Sounds like I in (Bit)

Ika'l	Ikte'k	Ila'skw	Ika'taqan	Iknmui	Inaqan	Istue'k
Nipk	Nipit	Sipu	Nkij	Iknmu	Pe'si	Tekisimi

O - Sounds like O in (Over)

Oqatnuk	Oqpisit	Oti	oqme'k	Oqoqiaq	Oqa't	Oqoet
Stoqn	Etoqtet	Koli	Atuomk	Moqo	Toqo	Mi'soqo

U - Sounds like U in (Put)

Ukmuljin	Upmetuk	Putup	Puksuk	Ntun	Wius	Upmetesk
Ntus	Katu	Plamu	Ta'pu	Miniku	Pleku	Sipu

A' - Sounds like A in (Palm)

A'pi	A'su'n	A'papi	A'qatayik	A'sikaq	A'tlai	A'se'k
A'mat	Ta'pit	Ma'li	Ika'li	Ta'nuk	Sa'q	Na'tuen

E' - Sounds like E in (Where)

E'pit	E'pite's	E's	E'se'ket	Matle'n	Meske'k	Eske'k
Te'plj	Mte'skm	Teke'k	Pe'si	Nike'	Kwe'	Me'

I' - Sounds like ee in (Seed)

I'tew	I'tisk	I'nes	I'ske'k	Ki'kwesu	Apli'kmuj	Ji'nm
Kisikui'skw	Mi'soqo	Pi'san	Ki'tek	Mi'kmaq	Pi'kun	Nukmi'

O' - Sounds like O in (Go)

O'jicate'j	O'pla'teket	O'pltek	O'plwi'tm	O'plisketes	Po'qon	No'qom
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Sapo'nuk Wulo'nuk Lo'q Tlawo'q Awo'kwejit Qasawo'q Kisikuo'p

U' - Sounds like U in (Sue)

U'n U't Tu'at Tu'sati Tu'aqan Pu'tay Na'ku'set
Kmu'j Su'n Tu's Lmu'j Ketu' Kiju' Nuku'

I - Sounds like O in (Apron)

Mita Pitew Pitewey Skite'kmu'j Welmitoq Ta'sikl Mkisn
Pasik Paqtism Tmitqai'kn Pemplika't Msit Na'msit Espitek

P - Two distinct sounds between vowels and after l, m, n, B as in (Ball), next to constanants except to l, m, n, P as in (Put)

Plansue Pi'kun Pie'l Puktew Pu'tay A'papi Sapo'nuk
Kopit Pskusunn Pse'sis Psan Nipk Waspu Sasap
Putup Nitap

T - Two distinct sounds between vowels and after l, m, n, ? as in (?), next to constanants except to l, m, n, T as in (Toy)

Tupsi Teke'k Tmi'kn Tu'sati Katew Netake'k Maltay
Kuntew Tqamuewel Tkey Maqtewe'k Awti Weltek Si'st
Nipit Kopit

J - Two distinct sounds between vowels and after l, m, n, J as in (Jim), next to constanants except to l, m, n, Ch as in (Church)

Jikla'si Jipasi Ji'nm Jujij Ewle'jit Jakej Mlakej
Mijua'ji'j Te'plj Amaljikwej Apikjilu Apje'ji'jit Jijklue'wj Mijipj
Mikjikj Nutj

K - Two distinct sounds between vowels and after l, m, n, G as in (Go), next to constanants except to l, m, n, K as in (Cake)

Kmu'j Kmtn Kutputi Kopit Na'ku'set Takli'j Musikisk
Lame'k Teke'k Kpitn Ktue'm Kti Tku Pku
Tiake'wj Tapatakt Nipk Newte'jk

L - Sounds like L in (Like)

Lentuk Eliet Laputi'l Lame'k Loqte'kn Weltek Pjila'si
Malpale'wit Taqtaloq Walqwan Amalkat Ki'l Ta'sikl Ika'l

M - Sounds like M in (Me, Him)



Muin	Mijua'ji'	Mekwe'k	Maqtewe'k	Mlakej	Amu	Kmu'j
Welmitoq	Lame'k	Nikmaq	Plamu	Niskam	Nekm	Mikjikj
Ji'nm	Tia'm					

N - Sounds like N in (Can, New)

Nekm	Na'ku'set	Na'te'l	Nepat	Nutj	Ne'wt	Ta'nuk
Lentuk	Kuntew	Kunji	Nenaq	Su'n	Ktun	Pi'san

W - Sounds like W in (Will, How)

Wasuek	Waspu	Weti	Wius	Wutan	Weltek	Welmitoq
Jakwet	Elukwet	Kwitn	Ki'kwesu	Kulkwi's	Kisikui'skw	Ila'skw

S - Sounds like S in (Sit, Was)

Salawey	Samqwan	Sa'q	Sepay	Stoqn	Skus	A'se'k
Wasuek	Waspu	Meske'k	Tupsi	Pe'si	Wius	Ntus

Q - Guttural sound as in the German word (Bach)

Qalipu	Qaliputi	Qame'k	Qamsipuk	Qamawtik	Paqtism	Loqte'kn
Saqamaw	Kloquej	Nenaqa'si	Nenaqe'k	Nenaq	Taqtaloq	Sa'q

Y - Sounds like Y in (Yes, Grey)

Eykik	Eymu'tijik	Kwetayaq	Eliey	Menuekey	Mimay	Pemayjimkwet
Mimey	Kwetmay	Suliewey	Sasqey	Pe'skewey	Pu'tay	Tkey

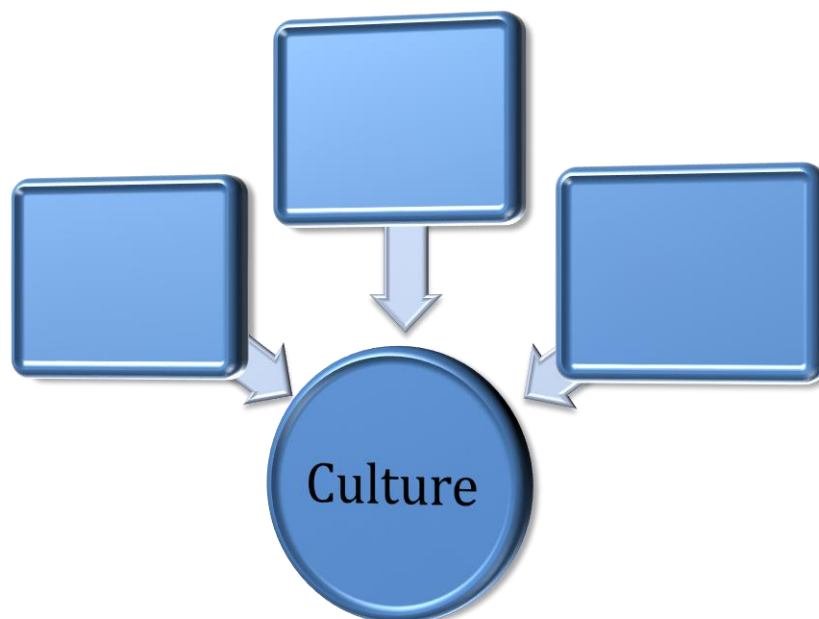


Appendix C - Culture Mind Map

Students will recognize that culture is a shared way of thinking and acting or is a way of life that is learned. Sociologists and anthropologists have observed that there is uniqueness to all particular cultures, yet they have identified a number of elements or general themes that are common to all cultures; one of those is language. Individuals often take their culture for granted since it involves and affects their ways of thinking and acting; as the ancient Chinese proverb states, “To the fish, the water is invisible.” Students should recognize how their own cultural experiences influence how they may regard another’s culture. It is important for students to recognize that diversity, or how people differ, does not mean that they are not similar in many respects as well. When two people from different cultural backgrounds meet, especially cultures as different as those from Western Europe and the Indigenous Mi’kmaq peoples of Mi’kma’ki, students should realize that their own cultural understanding may bias and stereotype people from other cultural groups; no one cultural group is superior to another. Students should also appreciate that cultures rarely remain static but change, adapt and evolve over time.

MIND-MAP

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Appendix D - Material Culture Photography Analysis

Material Culture Photograph Analysis

Item	Natural Resource



Appendix E - Nine Universals of Culture

My Ranking	My Partner's Ranking	Nine Universals of Culture
		Material Culture: food, clothing, housing, transportation, and tools
		Arts, Play and recreation: fine arts, drama, sports, and beauty
		Social Organization: societies, families, and kinship systems
		Language and Non-verbal Communication
		Social Control: government systems, rewards, and punishments
		Conflict and Warfare: defense systems, practices of warfare, conflict and conflict resolution
		Education: formal and informal
		Worldview: belief systems, religion, and values
		Economic Organization: trade, production, labour, property, and standard of living

Adapted from: Cleveland, A. et al. *Universals of culture*. Intercom, #92-93



Appendix F - Aboriginal Languages

Language Group	Area Spoken	Languages Included
Inuktitut		
Athabaskan		
Siouan		
Iroquoian		
Algonquian		



Appendix G - Micmac [*sic*] Looks At The Ways Of Europeans

About 350 years ago, when Acadian French traders, fishermen, and settlers began to inhabit what are now the Maritime provinces, some of them decided it would be a good idea to persuade the Micmac people to build houses like those of the Europeans. So a group of them went to speak with the regional chief of the Micmacs. First, they explained what they saw as the advantages of the European way of life; then they carefully outlined all the advantages of building houses in the European manner. They spoke for a long time, and when they had finished, they congratulated themselves for offering the best of their society to a man whom they considered an ignorant savage. But the wise chief of the Micmacs did not care for their advice. He turned to his guests, and here is what he said:

“Gentlemen, what you have told me about your houses is all very interesting, but why, now, do you Frenchmen, who are only five or six feet high, need houses that are as high as sixty or eighty feet? You know very well, my brothers, that we Micmacs find in our own wigwams all the conveniences that you will find in your houses, such as resting, drinking, eating, sleeping, and amusing ourselves with friends whenever we wish.

“And that’s not all — you French do not have the ingenuity and cleverness of the Micmac people, who can carry their houses with them. We can stay wherever we like, regardless of rent and landlords; you are not as bold or as stout as we, because when you travel, you can’t carry your buildings upon your shoulders, as we can. As a result, you must either build as many houses as you make changes of residence, or you must rent a house wherever you go, whereupon your house is not your own. As for us, why, we Micmacs are truly at home everywhere, because we can set up our wigwams wherever and as often as we please, without anyone’s permission.

“As for your criticizing our country and our way of life for being poor in comparison to France and French life, I really think you don’t know what you’re talking about. You say your France yields you every kind of provision in abundance, while you count the Micmacs as the most miserable and unhappy of all peoples. You say that we live without religion, without manners, without honor, without social order, indeed, without any of your rules, like the beasts in our forests, lacking bread, wine, and a thousand other comforts which you can get plentifully in France.

“Well, my brothers, if you don’t yet realize how we look on you, I’d better explain at once. As miserable as we may seem in your eyes, I can assure you that all Micmacs consider themselves far happier than you are, for we are very content with the little we have. You’re deceiving yourselves if you think you can persuade us to live as Frenchmen.

“If France is, as you tell us, heaven on earth, why did you leave it in the first place? Why abandon, wives, children, relatives, and friends to risk your lives and property in a dangerous sea voyage, only to come here, the place you keep telling us is the most barbarous, poor, and unfortunate in the world? The very fact that you bother at all convinces us of the opposite. Certainly, we have no wish to visit your France when in our own experience those



who are native there must leave it every year in order to enrich themselves on our shores. We could only do poorly in such an impoverished country. Indeed, you must be incomparably poorer than the Micmacs, since you will give anything to get scraps of fur and miserable, worn-out beaver clothing which are no longer of much use to us, and since you consider the mere cod fishery as a sufficient source of income. Frankly, we Micmacs pity you.

“We find all our riches and conveniences among ourselves, without trouble and without exposing ourselves to the dangers of the open ocean and its storms. We are amazed at the way you worry yourselves, night and day, to fill your fishing boats; what’s your hurry? We see also that you people live, as a rule, only on the cod which you catch hereabouts. It’s cod in the morning, cod at noon, cod at night and cod forever more, until you can’t stand it any more. Then you come begging to us and asking us to go hunting, so that you can have a little variety in your meals.

“Now, tell me this one little thing, if you’ve any sense at all: who is the wiser and happier — one who works hard all the time, but only obtains with great difficulty a bare living, or one who rests in comfort and finds all he needs in the pleasures of hunting and fishing?

“It’s true, I know, that the Micmac people didn’t have bread or wine before you Frenchmen arrived, but before you came here, the Micmacs lived longer than they do now. If we no longer have wise leaders in our midst who are a hundred years old or more, it’s because we are gradually adopting too much of your European way of life. Those Micmacs live longest who will not eat your bread or drink your wine, but who instead drink water and eat beaver, moose, waterfowl and fish in accordance with the old customs of our Micmac ancestors. There is no Micmac who does not consider himself infinitely happier and more powerful than the French. We are a thousand times freer and more content in our woods and in our wigwams than we would be in the palaces and at the tables of the greatest kings on earth.”

So saying, the chief finished his speech. The Europeans who had heard him were so taken by the justice of his remarks that they were momentarily embarrassed by their presumption and resolved to give up the idea of making the Micmacs build houses instead of wigwams.

The story which the Micmac speaker tells comes from *New Relations Of Gaspesia, With The Customs And Religion Of The Gaspesian Indians ...* by Chrestien LeClercq. Translated and edited, with a reporting of the original, by William F. Ganong Publications of the Champlain Society, Vol. V, The Champlain Society, Toronto (1910). Material not in quotations comes from School Television Teachers Guides 1983/84 for grade levels P-6, Nova Scotia Department of Education, Education Media Services, Halifax.

Note: The term “Micmac” has been left to reflect the historic times of the writing. Today, the word is inappropriate to use as a reference to the Mi’kmaq and is demeaning and insulting. Use of the word except in its historical context should always be avoided.

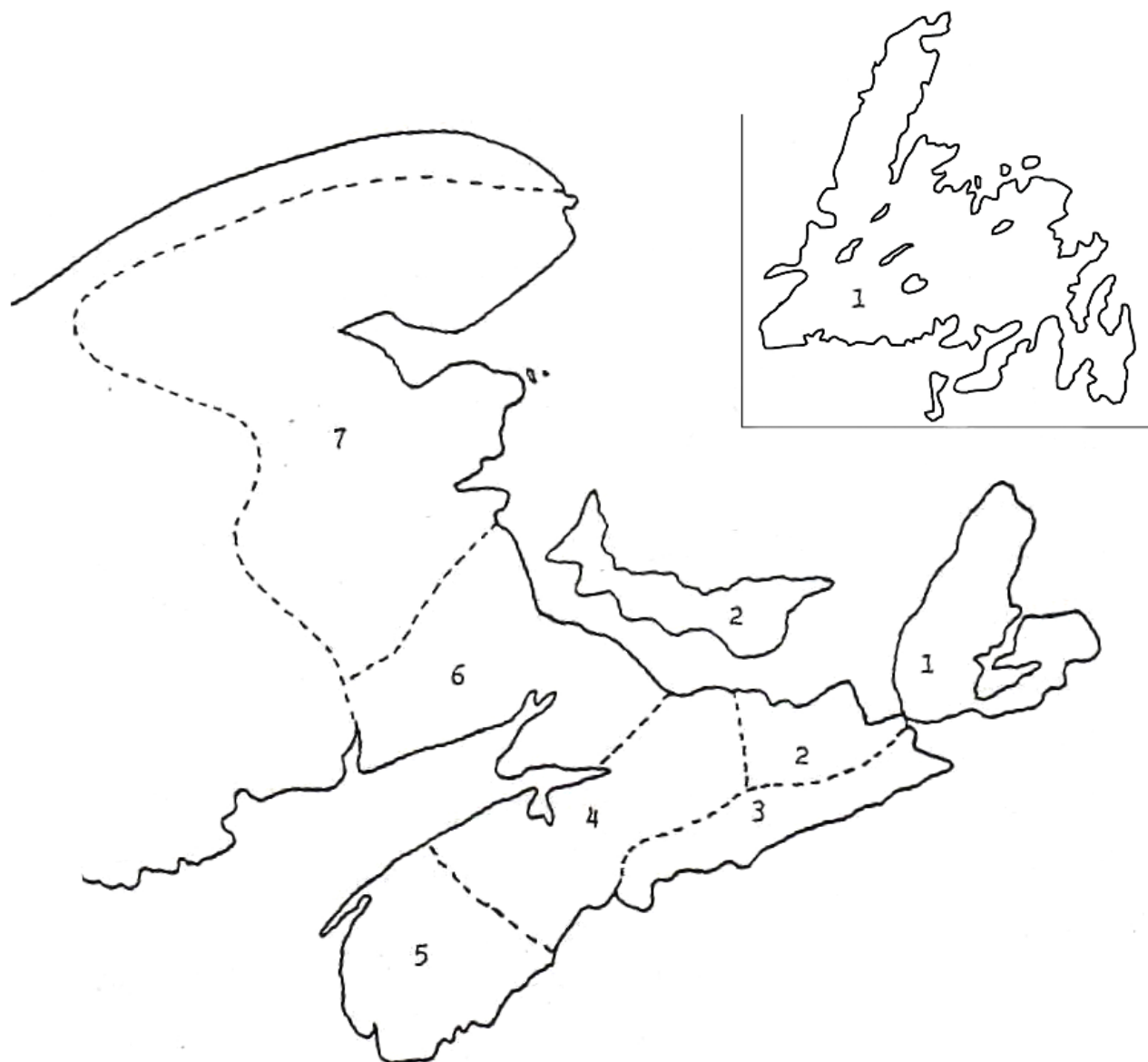


Appendix H - The Seven Districts of Mi'kma'ki

- Unama'kik (foggy lands) – Cape Breton Island and Ktaqmkuk (land across the water) – Newfoundland and Labrador
- Epekwitk (lying in the water) – Prince Edward Island and Piktuk (the explosive place) – Pictou County, Nova Scotia
- Eskikewa'kik (skin-dresser's territory) – the area stretching from Guysborough County to Halifax County, Nova Scotia
- Sipekne'katik (wild potato area) – the counties of Halifax, Lunenburg, Kings, Hants and Colchester, Nova Scotia
- Kespukwik (last flow) – the counties of Queens, Shelburne, Yarmouth, Digby and Annapolis, Nova Scotia
- Siknikt (drainage area) – including Cumberland County in Nova Scotia, and the counties of Westmorland, Albert, Kent, Saint John, Kings and Queens, New Brunswick
- Kespek (last land) – the area of northeastern New Brunswick, north of the Richibucto River and the southern part of the Gaspé Peninsula in Québec



Appendix H1 - Outline Map of the Seven Districts of Mi'kma'ki



Appendix H2 - Situating the Seven Districts Mi'kma'ki

Using modern maps of the Atlantic Provinces, list three familiar (that you've heard of before) cities, towns or villages that are located in the following locations. If you haven't heard of any cities, towns or villages in that area, simply chose any three. (Remember, although there are **seven** districts, there are **nine** names. Two of the districts have two names associated with them – each name representing distinct regions of the district.)

Kespek (Example)

1. Bathurst
2. Miramichi
3. Campbellton

Kespukwik

1. _____
2. _____
3. _____

Sipekne'katik

1. _____
2. _____
3. _____

Eskikewa'kik

1. _____
2. _____
3. _____

Unama'kik

1. _____
2. _____
3. _____

Ktaqmkuk

1. _____
2. _____
3. _____

Piktuk

1. _____
2. _____
3. _____

Epekwithk

1. _____
2. _____
3. _____

Siknikt

1. _____
2. _____
3. _____



Appendix H3 – What’s in a Name?

The Mi’kmaq names for the Seven Districts of Mi’kma’ki seem to be descriptions for what you could expect to find there. (Remember, although there are **seven** districts, there are **nine** names. Two of the districts have two names associated with them – each name representing distinct regions of the district.)

Choose three districts or regions in a district. In the space below provide the English translation of the district/region, and an explanation of why you think each name was given.

Name of the District

English Translation

Possible reason for the name

Name of the District

English Translation

Possible reason for the name

Name of the District

English Translation

Possible reason for the name



Appendix I - Monuments

Monuments

Ai! Mu knu'kaqann
Mu nuji-wi'kikaqann
Mu weskitaqawikasinukl kisna
mikekni-napuikasinukl
Kekinua'tuenukl wlakue'l
Pa'qalaiwaqann

Ta'n teluji-mtua'lukwi'tij nuji-
kina'mua'tijik a.

Ke'kwilmi'tij,
Maqamikewe'l wisunn,
Apaqte'l wisunn,
Sipu'l
Mukk kasa'tu
mikuite'tmaqanmk
Wula knu'kaqann.

Ki'kelu'lk nemitmikl
Kmtne'l samqwann nisitk,
Kesikawitkl sipu'l.
Wula na kis-napui'kmu'kl
Mikuite'tmaqanminaq
Nuji-kina'masultioq,
We'jitutoqsip ta'n kisite'tmekl
Wisunn aqq ta'n pa'qi-klu'lk
Tepqatmi'tij L'nu weja'tekemk
Weji-nstiuaita'timk.

Aye! No monuments,
No literature,
No scrolls or canvas-drawn pictures
Relate the wonders of our yesterday.

How frustrated the searchings
of the educators.

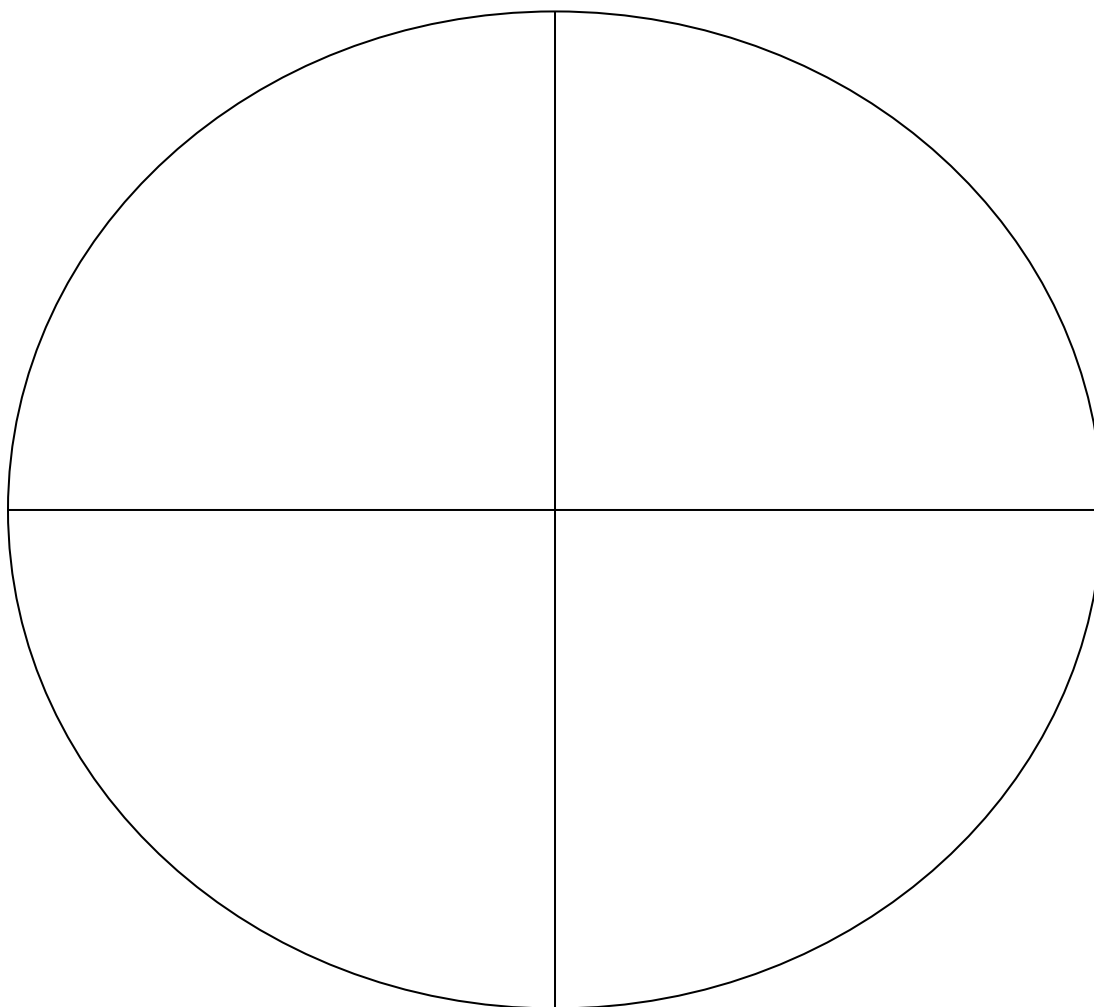
Let them find
Land names
Titles of seas,
Rivers;
Wipe them not from memory.
These are our monuments.

Breathtaking views—
Waterfalls on a mountain,
Fast flowing rivers.
These are our sketches
Committed to our memory.
Scholars, you will find our art
In names and scenery,
Betrothed to the Indian
Since time began.

--- Rita Joe, from *The Mi'kmaq Anthology*



Appendix J - Place-Mat Activity



Appendix K - Types of Communication

Verbal	Non-verbal	Written	Visual

Possible answers: *voice clarity, intonation, stress, emotion, style, loudness, pitch, facial expressions, eye contact, gestures, posture, body language, appearance, attitude, handwritten, typed, grammar, genre, narrative, descriptive, persuasive, expository, argumentative, video, pictures, photographs, graphs, diagrams, symbols, digital, imaginative*

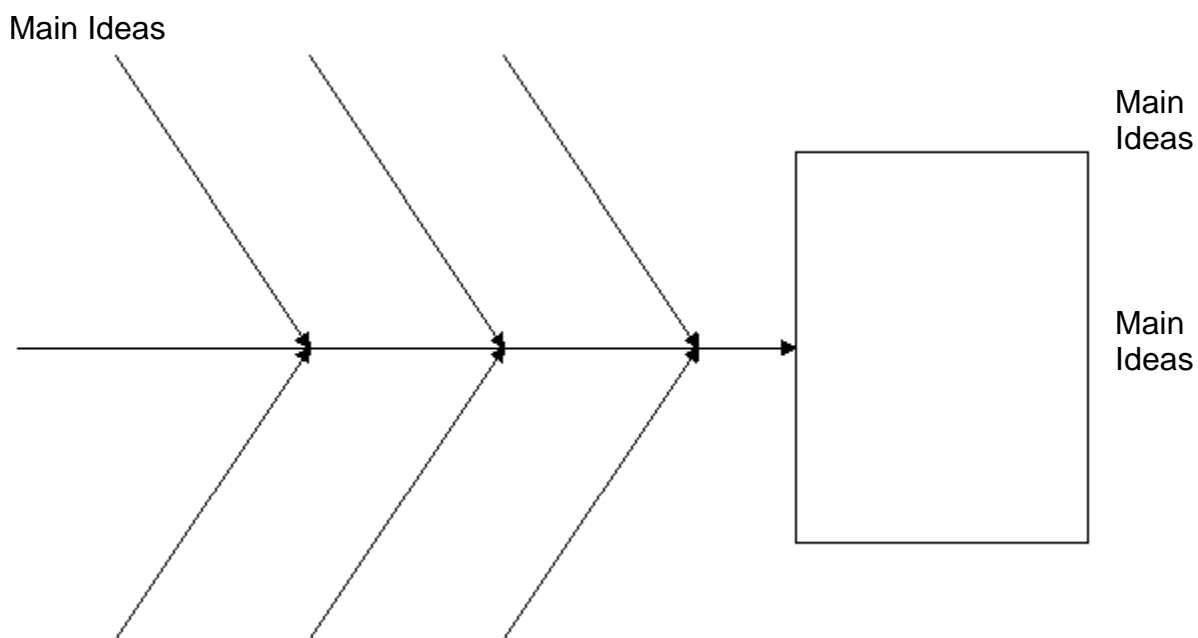


Appendix L - Advantages and Disadvantages of Various Types of Communication

Advantages and Disadvantages			
Verbal	Non-verbal	Written	Visual
Pros	Cons	Pros	Cons



Appendix M - Fishbone Organizer



Appendix N - Technology and its Effects on Communication

How has technology affected communication?

Invention	Changes
Chisel Quill and Ink Paper Printing press Radio Phone Television Fax Machines Computer Email Digital Photography Twitter Facebook Cell phones Texting Video-Conferencing	



Appendix O - Lexicon and Useful Phrases

GREETINGS AND FAREWELLS

ENGLISH	MI'KMAW	TRANSLITERATION
Good morning	Weli eksitpu'k	<i>welly ek- sit-poog</i>
How are you? (sing)	Me' taleyin?	<i>may-dull-a-in?</i>
How are you? (dual)	E'talolti'oq ?	<i>may-dull -ohl-tee-ohk?</i>
What's going on today?	Tali-aq kiskuk ?	<i>dull-ee- auk gis-gook?</i>
Good afternoon	Keluk mewlia'kwek	<i>gell-loo-k maa-oo-lee-ak-goo-ak</i>
See you again	Ap nemultes	<i>up-nem-ule-tezz</i>
See you again tomorrow	Ap nemultes sapo'nuk	<i>up-nem-ule-dezz za-bow-nook</i>
See you on... (day of the week)	Nemultes...	<i>nm-ule-tezz ...</i>
What ails you?	Koqwey kesnu'kwa's?	<i>gok-way gezz-new-goo-usk?</i>

EXAMPLES OF RESPONSES TO GREETINGS

ENGLISH	MI'KMAW	TRANSLITERATION
Nothing is going on	Mu tali'anuk	<i>moo dull -ee-un-ook</i>
Lot of action going on	Miliaq	<i>milly-ee-ak</i>
Quiet	Jikteq	<i>jeek-deg</i>
Lot of noise	Sespenaq	<i>saas-ben-ak</i>
Very best	Muj kajewey	<i>mooch-ga-jew-away</i>
Thank you	Wela'lin	<i>well-ah-lin</i>
I'm fine	Nin weley	<i>neen- well-ay</i>
Everything is going fine	Msit koqwey wela'sik	<i>mm-st go-oo way well-ah-sic</i>
I'm not feeling well	Mu weley'u	<i>moo well-a-oo</i>
I'm sick	Kesnu'kueyi	<i>gezz-en-new-goo-eye</i>
I'm not feeling all that great	mu piامي weleyu'	<i>mo be-umi wu-lay-oo</i>
My head is sore.	kesnu'kwi'k nunji	<i>gezz-new-goo-wick noo-n-gee</i>

WEATHER

ENGLISH	MI'KMAW	TRANSLITERATION
What was the weather like yesterday?	Tali kiskiksisip wla'ku	<i>dull-ee gis-sib wool aw goo</i>
What will the weather be like tomorrow?	Tali- kiskiktew sapo'nuk	<i>dull-ee-gisk-ick day-oo sab-bow-nook</i>
Good weather	Weli kiskek	<i>well-ee gis-gegg</i>
Sunny	Na'ku'setewik	<i>nah-goo-set-aa-oo-wic</i>
Rainy	Kispesa'q	<i>gis bess-aug</i>
Thunder	Ga-due	<i>go-wic</i>
Cold	Tekek	<i>day-gegg</i>
Hot	Eptek	<i>ap-degg</i>
Windy	We'ju'sik	<i>way-jew-sic</i>
Snowy	Pesaq	<i>bay-saw'k</i>
It's fine today	Weli kiskik kiskuk	<i>Well-ee gis-gegg gis-gook</i>
It's snowing today	Pesaq kiskuk	<i>Bay-sak gis-gook</i>
It's raining today	Kikpesaq kiskuk	<i>Geek-bay-sak gis -gook</i>
It's windy today	We'ju'sik kiskuk	<i>Way-jew-sik gis-gook</i>
It's hot today	Epte'k kiskuk	<i>Ep-deeg gis-gook</i>
Is the sun shining?	Na'ku'setewik?	<i>Na-goo-set-day-oo-eek?</i>



It's cold	Teke'k	<i>Day-gay-k</i>
Can you tell me about the weather today?	Ki's tlimi'tes ta'n teli kiskik kiskuk?	<i>Gis tl-ee-me- des dan deli gis-gegg gis gook?</i>

TIME

ENGLISH	MI'KMAW	TRANSLITERATION
afternoon	Kis mewlia'kwek	<i>gis maa-oo-lee-ak-goo-ak</i>
this morning	Sepeyi	<i>say-bye</i>
this afternoon	Mewlia'kwek	<i>may-oo-lee-aw-goo-eek</i>
today	Kiskuk	<i>kees-gook</i>
tonight	Wlo'nuk	<i>wool-o-nook</i>
tomorrow	Sapo'nuk	<i>saw-bow-nook</i>
day after tomorrow	Ti'ki- sapo'nuk	<i>dee-kee saw-bone-ook</i>
yesterday	Wla'ku	<i>ool-ah-goo</i>
day before yesterday	Ti'ki wla'ku	<i>dee-kee wool-aw-goo</i>
What is the date?	Tasu'knit?	<i>da-so-goo-nit</i>
What is the date today?	Tasu'knit kiskuk?	<i>da-so-goo-nit gis-gook</i>
What was the date yesterday?	Tasu'kuniksip wla'ku	<i>da-soo-gn-eek-sib wool-aw-goo</i>
What is the date tomorrow?	Tasu'kuni'tew sapo'nuk	<i>dah-soo-knee-day-oo saw-bone-ook</i>
Sunday	Aqantie'wimk	<i>ah-gon-dee-a- wee-mk</i>
Monday	Amskewesewey	<i>um-goo-ess-aw-way</i>
Tuesday	Ta'puewey	<i>dah-boo-aw-oo-way</i>
Wednesday	Si'stewey	<i>sea-st- day-oo-away</i>
Thursday	Ne'wewey	<i>nay-a-oo-away</i>
Friday	Weltamultimk	<i>well-dum-ool-dimk</i>
Saturday	Kespetek	<i>guess-ba-deck</i>
Fall	Toqa'q	<i>dok-aa-k</i>
Winter	Kesik	<i>guess-eek</i>
Spring	Siwkw	<i>see-oo-koo</i>
Summer	Nipk	<i>nee-pk</i>
January	Punamujuiku's	<i>poo-na-moo-joo-wee-goos</i>
February	Apiknajit	<i>ah-big-na-geet</i>
March	Si'kwkewi'kus	<i>see-ook-a-wee-goos</i>
April	Penatmuikus	<i>ben-na-dem-oo-wee-goos</i>
May	Esjoljuiku's	<i>ace-s-gol-jew-wee-goos</i>
June	Nipniku's	<i>nee-pn-nee-goos</i>
July	Peskewisku's	<i>bay-s-gay-wee-goos</i>
August	Kisikwekewisku's	<i>gii-sii-gay-oo-wee-goos</i>
September	Wikumkewiku's	<i>wee-goom-gay-wee-goos</i>
October	Wikewiku's	<i>wee-gay-wee-goos</i>
November	Keptekewikus	<i>gay-p-tay-gay-oo-wee-goos</i>
December	Kesikewikus	<i>gay-see-gay-wee-goos</i>



ACTIVITIES

ENGLISH	MI'KMAW	TRANSLITERATION
I went to visit my grandmother	Api mittu'kalk nukumi'j	<i>ah-be-mit-due-goo-alk new-goo-me-j</i>
I watched television	Ankattemap T.V.	<i>un-got-dem-mob t.v.</i>
I play hockey	Milayi aq'ki	<i>mill-eye-ee ock-kee</i>
I am skating	Alip kamiap	<i>ah-lip gum-me-yub</i>
I went swimming	Teki'smiap	<i>day-gee-zm-ee-ub</i>
I'm studying	Kekna'masiap	<i>gegg-ee-nam-ah-zee-ub</i>
I was babysitting	Nespi'ap	<i>ness-be-ub</i>
I am cleaning	Waqamate'key	<i>wah-gum-ma-tay-gay</i>
I am helping my mother	Apoqnamaq nkkij	<i>ab-ba-qn-muk nn- geej</i>
I was dancing	Amalkey'ap	<i>a- malk-guy-ub</i>
I'm playing ball	Aljemey	<i>all-jay-my</i>
I am going to play hockey	Naji mila'sites aq'ki	<i>naw-gee mill-eye-sea-des ock-ee</i>
I am going to play with them	Aji mila'sualki'k	<i>ah-gee mill-ah-so-all-giik</i>
We are going swimming	Naji teki'smulti'ek	<i>naw- gee day-gee-sm-ool-dee-eek</i>

FAMILY

ENGLISH	MI'KMAW	TRANSLITERATION
children	Mijuaji'j	<i>me- jew ah geej</i>
young girl	E'pite'sqw	<i>a be day aa-sk</i>
young girls	E'pite'stu't	<i>a be daas doot</i>
Grandmother	Mi'ki'ju	<i>mee-gee-jew</i>

VARIOUS

ENGLISH	MI'KMAW	TRANSLITERATION
Moon	Tepknu'set	<i>deb-kn-new-set</i>
Sun	Na'ku'set	<i>naw-goo-set</i>
Breakfast	Eksitpu'kewey	<i>Exit-boog-away</i>
Lunch	Mewlia'kewey	<i>May-ee-ah-goo-a-oo-way</i>
Supper	Wlo'qa'talutimk	<i>Well-oh-ha-dull-oo-dimk</i>
Toasted bread	Wi'sawo'qte'kl	<i>Wee-saw-ohk-da'gl</i>
Peas	Alawe'l	<i>All-a-oo-l</i>
Milk	Mla'ke'j	<i>MI-a-gaa-j</i>
Tea	Pitewey	<i>Be'day-oo-way</i>
Molasses	Kasti'omi	<i>Gus-dee-oh-mee</i>
Beans	Wi'kun	<i>Wee'goon</i>
Indian bread	Luskni'kn	<i>Loos-gn-ee-gn</i>
Cheese	Telpma'sewey	<i>Day-bul-moss-a-way</i>
Pancakes	Pankesl	<i>Baun-gee-sl</i>
Pork	Kulkwi'ewey	<i>Gul-goo-wee-a-way</i>
Beef	Weju'tia'mewey	<i>Way-jew-dee-am-a-way</i>
Chicken	Kulkwis'ewey	<i>Goo-l-goo-wee-s-a-way</i>



CONVERSATIONAL GAMBITS

ENGLISH	MI'KMAW	TRANSLITERATION
When is your birthday?	Tale'k apjipunan?	<i>Dull-EEK ah jee-boon-un?</i>
Where do you take your Phys. Ed. lesson?	Tami etli-iltaqasulti'oq?	<i>Dummy-mee a-tl-ee e lee-dah-all-sool-ee-oh-k ?</i>
Do you like mathematics?	Ke'satmen mawkiljemkewey	<i>Gay-saw-dem-en ma-oo-gil-gem-gay-way</i>
What's your favourite subject?	Koqwey ki'l mawi'ksatmen ke'kinmamasim?	<i>Go-a gil mah-wee-sut-da-mun gay-gee-nah-mah-see-m?</i>

CLASSROOM

ENGLISH	MI'KMAW	TRANSLITERATION
Have you got a pencil?	Ke'kunmen ki'l ewi'ki'kemkewey	<i>Gegg-goon-men gil a-wee-gig-gemk-a'way</i>
Have you got an eraser?	Ke'kunmen ka'sa'te'kemewey	<i>Gegg-goon-men gil gus'ah-day-gemk-a'way</i>
Have you got scissors?	Ke'kunmen temit'ke'kn	<i>Gegg-goon-men dim-it-gee-gun</i>
Have you got crayons?	Ke'kunmen amalam'kwa'te'kemkewey	<i>Gegg-goon men ahm a' lamb-goo-ah-day-gem-a-oo-away</i>
Have you any paper?	Ke'kunmen wi'kati'kney gay	<i>gay- goon-men wee-gah-tee-gen-a</i>
Have you a ruler?	Ke'kunmen nenka'temkewey	<i>gay gegg-goon-men n'aan-gah-dem-gay-away</i>
Have you a sharpener?	Ke'kunmen sipu'taqaney	<i>Gegg-goon-men see-boo-da-hun-away</i>
Silence, please.	Wantaqtek, tew'ji wlma'tun	<i>One-tug-deek day-oo-gee oo'l-ma'doon</i>
Hurry up!	Tetaqa'si	<i>Ded-da-ga-zee</i>
Would you open the door?	Ke' pi'joqa'tu kaqan	<i>Gay-be'joe-ga'doo ga-hun</i>
Would you close the door?	Ke'tu apisqa'tu kaqan	<i>Gay-doo ep-see's-ga-doo ga'hun</i>
Close the door.	Ilta'tu kaqan	<i>Ill-da'doo ga'hun</i>
Open the door.	Panta'tu kaqan	<i>Bun-da-doo ga'hun</i>
Could you lend me a pen?	Ki's mqa'tu'wi'tes pi'kun?	<i>Gis-ee m'ha'doo-oo'ee'des bee-gn?</i>
May I go to the washroom, please?	Kisi aqua'sites?	<i>Gee-see- a'ha'oah-see-des</i>
May I get a drink of water?	Kisi nmiska'tes samkwan	<i>Gee-see n'mee's ga'des sum-oo-an</i>
Lend me some paper.	Maqa'tu'wi wi'katikney	<i>Ma-ha-do-wee wee-ga-dee-kn-a</i>
Can I go outside?	Kisi tu'as	<i>Gee-see due- as</i>
Can I go home?	Kisi l'mi'as	<i>Gee-see l'mee-'as</i>
I wait for my turn to speak.	Keskma' ta'n tuiw kisi klu'sites	<i>Gay-skum-a- dan due-jew kl-oo-see-des</i>
I keep the classroom neat.	Waqamte'j ke'knamatmke'o'kuom	<i>oo-a-gum-day-j gay-kn-a-ma-dm-gay-o'oh-goo-ohm</i>
I sweep the floor.	Pewa'm msaqtaqt	<i>Bay-oo-am m'saw-ah-da-ha-t</i>
I wash the floor.	Ke'sispatu msaqtaqt	<i>Gay-see-s ba-doo m'saw'ha'dah't</i>
Clean up.	Masko'tasi	<i>Musk-go-da'see</i>
I don't understand.	Mu nesta'siw	<i>Moo- nehs da see-oo</i>
I don't know how to say...	Nata tlu'ew	<i>na-da tl-oo-oh</i>
Would you repeat that, please?	Kea p tlu'a	<i>Gay-up-tl-oo-a</i>
What did you say?	Taluesip	<i>Dull-oo-a-sip</i>
I don't have a pencil.	Mu kekuna'q wi'ki'kn	<i>Moo-gay-goon-ak wee'gee-kn</i>
I don't have paper.	Mu kekunmu wika'ti'kney	<i>Moo-gay-goon-ak wee-ga-dee-kn-ee</i>



I don't have an eraser.	Mu ke'kunmu kasa'taqn	<i>Moo-gay-goon-ah'k ga-saw-da-hun</i>
I forgot my notebook at home.	Awanta'sianek ntwi'katikn ni'knaq	<i>A-one-da-see-an-eeek nt'wee-ga-dee-kn nee-kn-ah</i>
I forgot my work at home.	Awantasi'anek ntlu'ko'waqanem ni'knaq	<i>A-one-da-see-an-eeek nt-loo-go-oa-hun-men nee-kn-ahk</i>
Here we speak Mi'kmaw.	TETT MIKMAWI'SULTIMK	<i>Dett me-gum-oo-we-soo-l-dimk</i>
Louder	Kintewo'kwey	<i>Kn-day-oo-oh-goo-'way</i>
Softer	Sankwo'kwey	<i>San-gay-oh-oo-a'way</i>
Like a mouse	Stege apikji'j	<i>Stik-gay a'beek-gee</i>
Faster (more quickly)	Teta'qeyi aq weskkayi	<i>Day dah-high-ee uk oo-ee-sk ga-ee</i>
Paul is on the chair.	Pemko'pit kutpu'iktuk	<i>Bem –go-bit goo-t-boo-dee-dook</i>
Behind the desk	Kaqamit wkte'jk patawiktuk	<i>Ga-a-meet ook-dee jk bud-dow-deek-duke</i>
Under the seat	Pi'sit lame'k kutpu'tiktuk	<i>Bee-seat la-ma-good-boo-deek – dook</i>
Near the door	Kikju kaqaniktuk	<i>gig-jew ga-ha-neek- dook</i>
Near the window	Kaqamit kikju tuo'pa'tiktuk	<i>Ga-ha-mit gig-jew due-oh-ba-deek-dook</i>
Top of the table	Ke'kupit patawiktuk	<i>Gay-goo-bit bud-dow-deek</i>
Lying on the floor	Elisink msaqtaqtuk	<i>A'lee-sink m-za-h-dah-dook</i>

PHRASES FOR GROUP WORK

ENGLISH	MI'KMAW	TRANSLITERATION
It's my turn.	Ni'kanayi	<i>Nee-gun-eye-ee</i>
I agree / I'm ok with that.	Ni'n welte'tm	<i>neen well-day-dm</i>
Good idea.	Kelulk ta'n teltasin	<i>Gee-oo-lk dan dell da sin</i>
Pass me the book.	Juku'ne'n na wikatikn	<i>Jew-goo-neen nah wee-ga-dee-kn</i>
Pass me a pen.	Juku'n wi'kikn	<i>Jew-goo-n wee-gee-kn</i>
Pass me a pencil.	Juku'n wi'ki'kn	<i>Jew-goo-aan wee'ga-dee-kn</i>
Pass me the paper.	Juku'ne'n wi'ka'ti'kney	<i>Jew-goo-aan wee'ga'di'kn'ee</i>
We've won!	Wete'kaqa'ti'kw	<i>Way-day-ga-ha-di'koow</i>
We won (dual)!	Wette'key'uk	<i>Wet-day-gay-ook</i>

VARIOUS

ENGLISH	MI'KMAW	TRANSLITERATION
The store will be open.	Panteyikti'tew maqasun	<i>Bun-da-eeek-da-dew ma'ha-sun</i>
The store is open.	Panteyik maqasun	<i>Bun-dye-eeek ma'ha-sun</i>
The store is closed.	Kepjo'qtek maqasu	<i>Gep-jo-h-day'k</i>
What time will the store open?	Tale'k paneyik maqasun	<i>Dull-lay'k bun'dye-eeek ma-ha-sun</i>
What time will the store close?	Tale'k kepjo'qeyik maqasun	<i>Dull –eeek gep-jo'h –eye-eeek ma'ha-sun</i>
The store is expensive.	Me'kmuati'jik na maqasun	<i>May-km-oo-a-dee-jeek wla ma'ha'sun</i>
Good prices at this store.	Welaw'tik maqasun	<i>Well-a-oo-deek ma'ha'sun</i>
New store	Piley maqasun	<i>Bill-a-ee ma'ha-sun</i>



RHYMES OR TONGUE TWISTERS

ENGLISH	MI'KMAW	TRANSLITERATION
One, two, the river is flowing Three, four, I see a rooster	Ne'wt, Ta'pu pemitk si'pu Si'st, ne'w nemik napew	nee-oo-t, da-boo- bm-ee-tk see- boo ee-st, na-oo nee-mee-t na-bay-oo
Did you ever see a dog carrying a log?	Ki's nemit l'muj pema'toq kmu'j	Gees-ne'mee-t 'moo'j bema'dook km-ooj
My son is messy like a pig.	Ntwis telwina'mat stege kulkwis	Nt-oo-s del-oo-we-na'maat st-aa gool-goo-wee's
Swimming like a moose	Pema'm stege Tia'm	Bem-a'm st-aa dee'am
A frog likes mud.	Esjo'lj kesatk woj	Ees go-l-j guess ah-tk
The fox is my son.	Wo'kwis na nkwis	Oo-oh-oo-wee's na n'oo-wee-s
No one but a bear.	Mu wen pasna muin	Moo oo-en bas-na moo-in



Appendix P - Jeopardy

JEOPARDY

The teacher prepares a game of Jeopardy using the template that is provided in digital format. The game may be played in two ways: either, questions are asked and students must provide a reply, or a reply is provided, and students must provide a question.

All questions and replies are in Mi'kmaw.

Example:

Question provided by Jeopardy: *What is the name of the person sitting to your right?*

Answer provided by student: *His (her) name is XXX*

Answer provided by Jeopardy: *July 1 every year.*

Question provided by student: *When is Canada Day?*

In one version of the game, each panel offers a question to be answered. In another, an answer is provided, and the student must provide the question. Teachers may create their own version of the game.

The class is divided into teams. The first person on each team chooses a panel that then offers the question (or answer). The student has five seconds to react. If the student responds correctly, the team is awarded the number of points that has been awarded to that panel.

The second team then gets its turn.

If a student fails to respond correctly, another student from any team may provide the response and the points are awarded to that team.



Appendix Q - Steps in Reading Activities

1. **Contextualization**
 - Without the book
 - Orally
 - Link between students' lives, the theme being studied and the text
 - A few of the new words from the text to foster global understanding of the text (not all new words) – ensure that the words are used by the teacher and by students, in full sentences.
2. **Anticipation**
 - Orally
 - Have predications made based on the title, the cover page and from some of the illustrations, if there are any.
3. **First Session**
 - Students have a copy of the text
 - Teacher reads text aloud with no interruptions, or strong students may be asked to read the text aloud; the other students follow along in their copy
 - Verify general comprehension (done orally)
 - Verify predictions
 - Students read the text aloud (whole class reading, or in groups)
4. **Second Session**
 - Teacher asks questions of students to summarize briefly the text that has been read.
 - Some of the students take turns to read aloud the text or part of the text to the class
 - Have another reason to read the text, for example:
 - singular/plural changes
 - verb tenses
 - etc.
5. **Post-Reading Activity**
 - An oral or writing activity

For longer texts, follow steps 1 – 4 for each chapter or section before undertaking Step 5

Teachers are invited to review the section on reading, pages 35 - 37.

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Appendix R - Steps for Writing Activities

Note to Teacher: Writing activities may not be undertaken until students are at ease *orally* and in *reading* with language structures to be used.

1) **Pre-writing**

Contextualisation: This is done orally. T talks briefly about the type of writing and the content of the text to be written.

2) **Writing**

T questions students to help them decide what they will write and to organize their ideas. T may provide personal examples.

T and students read the text that has been written.

T leads a short discussion so that students become aware of personal adaptations that need to be taken into account.

T points out one or two elements of the structure of the text, linking to those that may have been studied during the second exploitation of reading a text.

Students write their texts, individually.

T encourages students to apply the writing process (see below).

3) **Post-writing**

Students present their text (either by having it read aloud, or posting the text on the wall, or in digital format).

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Appendix S - Steps for Oral Production

Note for teacher

The following steps will allow teachers to introduce new structures in an authentic manner. While the sequence should be followed, it is not necessary to do so within one period. **Varying** pedagogical activities is equally important.

T models one sentence at a time

- 1) T always begins by modelling a sentence based on personal experiences (for example: *Yesterday, I bought a new CD.*). This is done only *orally*, using sentences that are related to theme.

Depending on the situation and students' skills, it is possible to introduce two or more sentences (for example: *Yesterday, I bought a new CD. It has a beautiful cover. The songs are by my favourite group.*).

- 2) **T questions the students**

T asks the same question to a *small number of* students so that they may answer using the sentence that has just been modeled, adapting it to their personal situation (for example: *Did you buy anything yesterday? Yes, I bought new shoes.*).

- 3) **Students question students**

A *small number of students* ask the question to other students who answer the question, adapting it to their personal situation.

T then invites two students to model the task that is expected to be performed during the next step, using a "conversational" structure (questions and answers). T ensures that the language model is used correctly (**both question and answer**)

- 4) **Students question each other (pair work)**

Once the task has been modelled, all students, in pairs, ask and answer questions.

- 5) **T asks questions of students based on answers provided by partners.**

T asks questions of a *small number of students*, using a ***natural conversational (spontaneous) approach***, so that students can report on what their partner has just told them (for example: *What did Julie buy yesterday? Julie (she) bought a new dress.*). Then, T continues and asks students questions about the answers that have just been provided.

If necessary, repeat Steps 4 and 5, but ask students to form new pairs.

NB: Always have students produce full sentences (for *fluency*), correct faulty sentences (for *precision*) and have students reproduce the corrected sentences. During these steps for developing oral skills, **do not write** words, phrases or sentences on the board.

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Appendix T – Nokum Is My Teacher

Will you walk with me, Grandmother?
Will you talk with me a while?
I'm finding life confusing
And I'm looking for some answers
To questions all around me
At that school and on the street.
You have always been here for me.
Will you help me learn to see?...
(Grandmother):
Should the answer to some questions
Not be sought within your heart?

From *Nokum Is My Teacher* by David Bouchard



APPENDIX U

Enjoy Your Bannock (Lu'sknikn)

A group of First Nations men and women, highly established in their careers, got together to visit with a well known Elder. Conversation soon turned into complaints about stress in work and life. Offering his guests bannock, the old man sauntered into the kitchen and returned with a large fresh piece of bannock and an assortment of plates and utensils – porcelain, plastic, glass, crystal – some plain looking, some expensive, some exquisite – telling them to help themselves to the bannock.

When all the professionals had a serving of fresh bannock in hand, the Elder said: “If you noticed, all of the nice looking plates and utensils were taken up, leaving behind the plain and cheap ones. While it is normal for you to want only the best for yourselves, that is the source of your problems and stress. Be assured that the plates and knives themselves add no quality to the bannock. In most cases it is just more expensive and in some cases even camouflages what we eat. What all of you really wanted was bannock, not the plates, but you consciously went for the best ... and then you began eying each other's plates and utensils”

Now consider this: “Life is the bannock; the jobs, money and position in society are the plates. They are just tools to hold and contain Life, and the type of plate we have does not define, nor change the quality of Life we have. Sometimes, by concentrating only on the plate, we fail to enjoy the bannock we have. You bake the bannock not the plates and utensils.

Enjoy your bannock!

