



MI'KMAQ CONFEDERACY OF PRINCE EDWARD ISLAND

AND



DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD
DEVELOPMENT OF PRINCE EDWARD ISLAND

MI'KMAW CURRICULUM
Kindergarten to Grade 3
Activities to Promote Awareness



CURRICULUM



Circle of Learning © *Natalie Sappier*

Acknowledgements

The Mi'kmaq Confederacy of Prince Edward Island and the Department of Education and Early Childhood Development acknowledge *Kisu'lk*, The Creator, from whom we receive the strength to pursue this goal.

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'kmaw by:

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It is the vision of the Mi'kmaw 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.



Elder Telling Stories to the Children © Natalie Sappier



Table of Contents

Acknowledgements.....	i
Note to Readers.....	ii
Vision	iii
Introduction	1
Rationale	1
Program Overview.....	2
Meeting the Needs of All Students	3
Outcomes	5
Essential Graduation Learnings (EGL).....	5
General Curriculum Outcomes (GCO)	7
Specific Curriculum Outcomes (SCO).....	8
The Learning Environment	13
Effective Teaching.....	14
The Language Environment.....	15
Practical Suggestions.....	19
Assessing and Evaluating Student Learning	22
Bibliography	26
Resources.....	28
Kindergarten Outcomes and Suggested Activities.....	K-1
Grade 1 Outcomes and Suggested Activities	1-1
Grade 2 Outcomes and Suggested Activities	2-1
Grade 3 Outcomes and Suggested Activities	3-1
Appendices	A-1



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 Kindergarten to Grade 3 Curriculum provides learning experiences that will allow students to increase their knowledge and appreciation of Mi'kmaq culture, history, traditions, values and worldview. As well, it provides students with the opportunity to embark upon some language learning and develop limited communication skills in Mi'kmaq upon which they can build in the future.

The Mi'kmaq Kindergarten to Grade 3 Curriculum is designed to:

- Enable students to develop an understanding and an appreciation of Mi'kmaq culture, history, traditions, values and worldview
- Encourage students to enjoy learning about the Mi'kmaq language, and to use the language in guided situations
- Cultivate students' positive, personal, and social growth
- Promote opportunities for students to interact with Elders and other speakers



Program Overview

The Mi'kmaw Curriculum focuses on providing learning experiences that encourage active student participation in learning. While Mi'kmaw language will be introduced from Kindergarten to Grade 3 and used where possible, the emphasis is placed, over these four years, on the development of knowledge and awareness of Mi'kmaw culture, history, traditions, values and worldview.

Over the full ten years, the Mi'kmaw Curriculum Kindergarten to Grade 9 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 program is that the language of instruction will be primarily Mi'kmaw from Grade 4 onwards, and that the teacher will be a fluent Mi'kmaw speaker in the later grades. This curriculum is intended for Mi'kmaw and non-Mi'kmaw students.

The Kindergarten to Grade 3 Mi'kmaw Curriculum is designed to develop all students' awareness of Mi'kmaw language, culture, history, traditions, values and worldview. The activities and experiences proposed in this guide build on students' prior knowledge as well as experiences and provide opportunities for students to form positive attitudes.

While some language skills will be developed, the focus at this level is on the cultural and social aspects of Mi'kmaw society and the students' place in that society. This will reinforce the Mi'kmaw identity of students from that background, and will raise awareness in those of other backgrounds about the Mi'kmaq and the important contributions made by them in Atlantic Canada, especially in Prince Edward Island. Many of the activities proposed complement outcomes in other areas of study, such as Music, Art and Social Studies.

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 and students will be engaged in meaningful activities.



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 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.

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.



Drumming Together © Natalie Sappier



Outcomes

This section provides

- Information on 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

Essential Graduation Learnings (EGL)

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, **1.4.4** identify types of Mi'kmaw arts and crafts

Citizenship

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

For example, **2.4.5** develop an understanding and respect for diversity

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, **3.1.1** listen and respond using very simple social interaction patterns (e.g., question – answer)



Personal Development

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

For example, **3.4.4** recognize the significance of a number of Mi'kmaw traditional events

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, **1.1.3** listen attentively to aid comprehension

Technological Competence

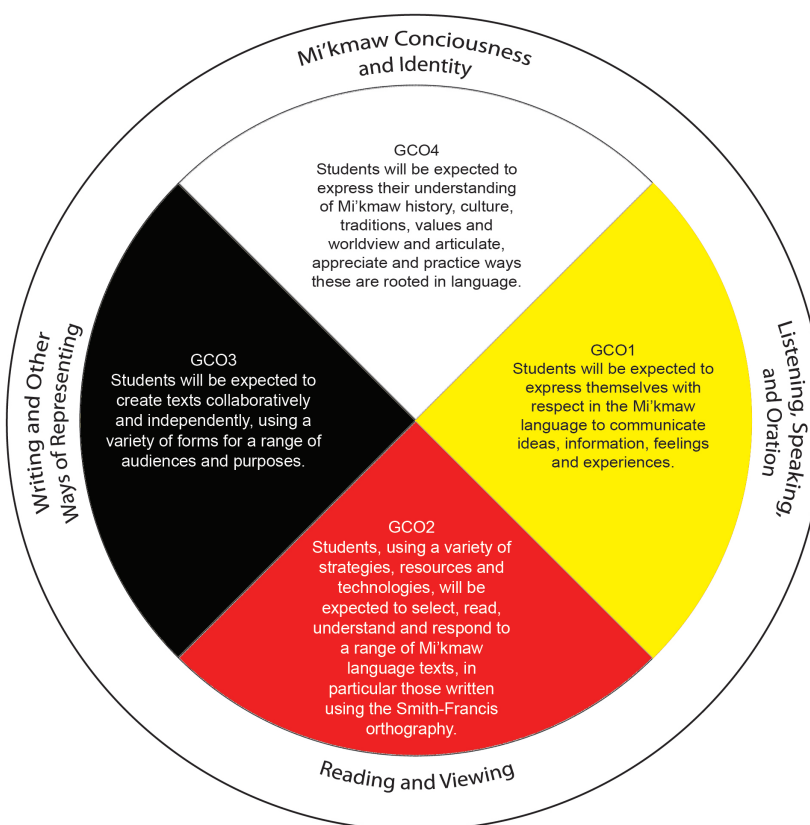
Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Activities that promote technological competencies in relation to the development of language skills have been deferred to Grades 7, 8 and 9.



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 Curriculum. These statements provide the organizational structure for the development of the Specific Curriculum Outcomes (SCOs) throughout the ten-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 Curriculum 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

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>
K.1.1 listen and respond to words, phrases and simple classroom commands in guided situations	1.1.1 listen and respond to simple sentences and classroom commands, showing comprehension through body language	2.1.1 exchange greetings and farewells with classmates and teacher appropriately	3.1.1 listen and respond using very simple social interaction patterns (e.g., question – answer)
K.1.2 participate in simple oral text forms	1.1.2 participate in a variety of oral text forms	2.1.2 participate in a variety of oral text forms	3.1.2 participate in a variety of oral text forms
K.1.3 use non-verbal communication (e.g. gestures, facial expressions) in familiar contexts	1.1.3 listen attentively to aid comprehension	2.1.3 listen actively and use verbal and body language to show comprehension and to maintain interaction	3.1.3 use verbal and non-verbal communication to express meaning in guided situations
	1.1.4 identify the sounds of consonants and vowels in Mi'kmaw	2.1.4 pronounce simple sentences used in class comprehensibly	3.1.4 listen to and repeat sentences with a focus on pronunciation, intonation and rhythm



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

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>
K.2.1 recognize their name written in Mi'kmaw	1.2.1 recognize the names of classmates written in Mi'kmaw	2.2.1 identify the relationship between sound and symbol	3.2.1 decode simple, familiar sentences used in class, written in Mi'kmaw

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

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>
K.3.1 write their name, using Mi'kmaw orthography, in guided situations	1.3.1 write the names of classmates, using Mi'kmaw orthography, in guided situations	2.3.1 write the letters corresponding to sounds/words that are familiar in the classroom context	3.3.1 produce simple, familiar sentences that are used in class, in guided situations



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

Kindergarten	Grade 1	Grade 2	Grade 3
<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>	<i>Students will be expected to:</i>
K.4.1 identify favourite activities	1.4.1 identify daily routines	2.4.1 give examples of ways to involve persons close to them in school activities	3.4.1 give examples of ways to involve persons from the community in school activities
K.4.2 sing a birthday song in Mi'kmaw	1.4.2 sing <i>Oh, Canada</i> in Mi'kmaw	2.4.2 sing a song or a chant related to a special Mi'kmaw event	3.4.2 sing a song or a chant related to three Mi'kmaw events
K.4.3 use language when participating in an action songs sung in Mi'kmaw	1.4.3 use language when participating in an action songs sung in Mi'kmaw	2.4.3 use language when participating in an action song sung in Mi'kmaw	3.4.3 use language when participating in an action song sung in Mi'kmaw
K.4.4 demonstrate an understanding of themselves as unique and special	1.4.4 identify types of Mi'kmaw arts and crafts	2.4.4 recognize the significance of a number of Mi'kmaw symbols	3.4.4 recognize the significance of a number of Mi'kmaw traditional events
K.4.5 participate in traditional Mi'kmaw activities	1.4.5 respond personally to a variety of cultural texts	2.4.5 develop an understanding and respect for diversity	3.4.5 Take age-appropriate action to promote positive interactions among people
	1.4.6 participate in traditional Mi'kmaw activities	2.4.6 participate in traditional Mi'kmaw activities	3.4.6 participate in traditional Mi'kmaw activities





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 Curriculum 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.



Young students come to school as active thinkers. They possess natural curiosity, eagerness and energy to learn and the early years of school allow them to explore, manipulate and discover through their senses. At this level, students are beginning to extend their focus beyond their own needs and interests through social engagement.

Students participating in the Mi'kmaw Kindergarten to Grade 3 program come from diverse backgrounds and bring with them a variety of 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 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 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 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 Environment

*(The discussion below has been strongly influenced by the writings of Dr. Joan Netten and Dr. Claude Germain in the introduction to the **pan-Canadian Intensive French Program**, 2006, revised 2014.)*

Learning in the Mi'kmaw Curriculum is related to communicating ideas, opinions, emotions, and understanding a worldview. At the K- 3 level, these exchanges will take place in English for the most part, but students need to be encouraged to use Mi'kmaw whenever they are able to do so, even when not in the classroom. For example, greeting students in Mi'kmaw as they arrive at school (all teachers could participate in this) reinforces the idea that Mi'kmaw is a living, community language. Using Mi'kmaw in classes other than the one dedicated to this curriculum is valuable in reinforcing the learning that is taking place. In a mathematics class, for example, students could be asked to identify a number in Mi'kmaw as well as in English. Cross-curricular reference to Mi'kmaw language and culture is essential to promoting a sense of self-worth (for students of Mi'kmaw origin) and awareness (for students of non-Mi'kmaw origin).

During the Mi'kmaw class, it is important for the students to express themselves in Mi'kmaw. At the K – 3 level, communication will be limited to simple daily routines but the students will also gain ease through learning Mi'kmaw songs and chants. For that reason, the teacher must gradually 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 in various situations so that they will come to use the language spontaneously.



While the emphasis should be placed on meeting the specific outcomes outlined in GCO4, the teacher is encouraged to use Mi'kmaw in class, in order to develop listening comprehension. With that in mind, the teacher must develop routines that are used during each class, especially at the start of the class. For example, every morning, the teacher begins with the usual greetings, then can gradually introduce questions referring to the weather and other topics of interest to the students.

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 A and Appendix B.

Speaking Mi'kmaw to begin the class

A routine should be established to begin the class by greeting one another and talking about the date, how a student feels and, perhaps, the weather. As a means of conditioning, the daily routine is an ideal time to build the students' confidence for speaking Mi'kmaw in the activities that will follow. At the K – 3 level, it is important to remember that this will take time, so it is better to concentrate on a very few language elements in any one year.

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>

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>

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>

- ◆ 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 a number of 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>

The weather

- ◆ 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>Pesaq kiskuk?</i>

(Consult Appendix B for possible student answers)



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>

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>
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Practical Suggestions

(The discussion that follows has been influenced by the **pan-Canadian Intensive French Program 2006**, with permission from the authors, Dr. Joan Netten and Dr. Claude Germain. Teachers need to be mindful that some of the activities proposed here may need to be adapted to take into account students' abilities.)

Listening and Speaking

General Suggestions

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

- ◆ **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.

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.
- ◆ Have the students **sing in rounds**. This helps students to 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.



- ◆ Tell the students that they are going to say numbers in sequence. However, for the number 5, they must say **bang** (or some other nonsense word), as well as for each multiple of 5 (e.g., 10, 15, etc.). As the students become more familiar with numbers, vary the number (and its multiples) that must be replaced by **bang** (for example, 3, 6, 9 etc., or 4, 8, 12).

◆ *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 ekjiljemk?* 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.





Dancing © Natalie Sappier

Assessing and Evaluating Student Learning

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

Evaluation is the process of analyzing, 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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Elder © Natalie Sappier

Resources

NOTE: A number of resources that are suggested in the **Outcomes and Suggested Activities** sections of this guide (also listed here) are in English only. Others are in bilingual format (in particular, books to be read to students) either English – Mi'kmaw or English – Maliseet, as well as other First Nation languages. These have been included because many First Nations share a number of cultural elements.

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DVD – produced by Mi'kmaw film maker Catherine Martin, 1995. 32 minutes. Available through the National Film Board:

<https://www.nfb.ca/search?csrfmiddlewaretoken=FPbkPrWude8QozSYsBps7YzIfr9trNst&q=M%27kmaq+Family>

A number of other interesting DVD's are available from this website.

Muin and the Seven Bird Hunters. Available on YouTube, in English.

https://www.youtube.com/watch?v=3IYpP_pTF08

Peloni'kek, Episode 1 - 3. A series of animated scenarios available from First Nations Education Initiatives Incorporated, Fredericton (N.B).

WEBSITES

- <http://firstnationhelp.com/ali/> Atlantic Canada's First Nation Help Desk (*lesson plans, stories, songs, etc.*)
- <http://www.apcfnc.ca> Atlantic Policy Congress of First Nations Chiefs Secretariat.
- www.fneii.ca First Nation Education Initiative Incorporated.
- www.mcpei.ca Mi'kmaq Confederacy of Prince Edward Island (*for books and articles, etc.:* www.mcpei.ca/node/729).
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Spirit Spot – Spring © *Natalie Sappier*

**KINDERGARTEN
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>K.1.1 listen and respond to words, phrases and simple classroom commands in guided situations</p>	<ul style="list-style-type: none"> Always greet students when they arrive in class. After a few days, have them return the greeting to you. (Good morning!) <i>Weli eksitpu'k! [welly ek-sit-poog]</i> Play a variation of the game of "Simon says", at first in English, then in Mi'kmaw. Use simple classroom commands, only two or three at the beginning (for example, <i>Stand up. Sit down. Raise your hands</i>). Students should carry out the action when they hear the phrase "Simon says", and not move if the order stands alone. After a few days, play the game only in Mi'kmaw. (Stand up.) <i>Kaq'masi [ga-amass]</i> (Please sit down.) <i>Pa'si [bassee]</i> (Raise your hands.) <i>Wnaqatan pikn [wunahaden bigen]</i> Ask a student to bring you an object that is found within the classroom (for example, a book, a pencil, an eraser). Ensure that the student responds by saying something like "Here's the book." (Bring me a book.) <i>Ju'kaw'tau wi'katikn. [jugwadoowee weegaddiggen]</i> (Bring me a pencil.) <i>Ju'kaw'tau ewi'kikemkewey. [jugwadoowee eweegiggemgowee]</i> (Bring me an eraser.) <i>Ju'kaw'tau kasa'paqte'kt. [jugwadoowee gassbakdeggen]</i> (Here's the book.) <i>Wula na wi'katikn. [Woola nah weegadiggen]</i> (Here's the pencil.) <i>Wula na ewi'kikemkewey. [Woola nah ewi'kikemkewey]</i> (Here's the eraser.) <i>Wula na kasa'paqte'kt. [Woola nah gaza bakdeggen]</i> If teaching numbers, start with 1, 2, 3 and 4 and divide the class into groups, each group consisting of a student representing one of the numbers being taught. Again, use gestures to have students understand the numbers being used. Then, using one of the numbers through a random selection process, ask students who represent that number to carry out the command that they hear. For example: "Twos, stand up." (See Appendix B for numbers.)



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
<p><i>At this level of language acquisition, assessment is carried out through observation of students' skill in using language.</i></p> <ul style="list-style-type: none"> • Observe students as they enter the classroom. Do they use the correct greetings? • When carrying out an activity, do students respond correctly? 	<p>Appendix A</p> <p>Appendix B</p> <p>http://firstnationhelp.com/ali/lessons.php</p> <p>http://www.magickeys.com/books/count/index.html</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>K.1.2 participate in simple oral text forms</p>	<ul style="list-style-type: none"> Sing "Happy Birthday" in Mi'kmaw when a student has a birthday. <p><i>Weli ajipuna</i> <i>Weli ajipuna</i> <i>Weli ajipuna (name of student)</i> <i>Weli ajipuna</i></p> <p><i>[Wellyageebuna]</i> <i>[Wellyageebuna]</i> <i>[Wellyageebuna...]</i> <i>[Wellyageebuna]</i></p> Have students participate in an action chant in Mi'kmaw. <p>For example:</p> <p>One, two, three, clap your hands! Four, five, six, stamp your feet! Seven, eight, nine, shake your arms!</p> <p><i>Ne'wt, ta'pu, si'st, mattey'n kpitnn!</i> <i>Ne'w, na'n, asukom, ksikaweteste'n kkatl</i> <i>Luiknet, ukumuljin, pesqunatek, pepuwekey kpitnokumi!</i></p> <p><i>[nayoht daaboo seest mattayen gbiggen]</i> <i>[nayoh, naan asugoom gesigaweedesten gadaw]</i> <i>[luooigened oogoomultshin, besquanadek beboowehgeh gbinamoo]</i></p> Have students learn/memorize a simple verse that they can recite in class or to another 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
<p><i>At this level of language acquisition, assessment is carried out through observation of students' skill in using language.</i></p> <ul style="list-style-type: none">• Observe students as they participate in the activities. Are they pronouncing correctly? Are they able to maintain the rhythm?	



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

Students will be expected to:

K.1.3 use non-verbal communication (e.g., gestures, facial expressions) in familiar contexts

- Using mime, ask a student if you can borrow a pencil. The student should reply using mime as well.
- When reading a story to students, ask them to express the feelings of the characters through facial expressions.
- Once a story has been read, have the students act out the story, using mime.



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
<p><i>At this level of language acquisition, assessment is carried out through observation of students' skill in using language.</i></p> <ul style="list-style-type: none"> Observe students: when carrying out an activity, do students respond correctly? 	<p><i>Hide and Peek.</i> Michael Parkhill. First Nations Education Initiatives Incorporated, Fredericton, N.B.; 2011 (English and Mi'kmaw)</p> <p><i>A Tale of a Tail.</i> Michael Parkhill. First Nations Education Initiatives Incorporated, Fredericton, N.B.; 2011 (English and Mi'kmaw)</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>K.2.1 recognize their name written in Mi'kmaw</p>	<ul style="list-style-type: none"> • Say your name out loud several times, using a complete sentence when saying it. Then write just your name on the board, using the Smith-Francis orthography. Sound out each letter of your name as you write it. Repeat the sounding out several times, pointing to the relevant letter on the chart each time. Repeat the sounding out several times. Choose two or three students whose names begin with the same letter as yours and have them come to the board. Dictate the first sound and then have the students write the corresponding letter on the board. Ask one of the students to say his or her name, then sound out the second letter of the name. T then sounds out the second letter of the name and points to it on the chart. Have the student repeat the sound and then write the second letter next to the first letter of his name on the board. Carry out this exercise with all the students at the board with each of the letters of each of the student's name. Meanwhile, the other students in the class write down the sounds that they hear in their own name, until each student has his or her name written in Mi'kmaw. • Prepare a name tag for each student, using the Smith-Francis orthography. Each tag should read, "My name is.... Distribute the tags randomly, and have the students read the tag out loud and then hand it to the student whose name tag it is.



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 as they read aloud. Is the pronunciation correct? Do they make the correct sound-symbol connections?	<p>Appendix A</p> <p><i>For help in pronunciation, go to</i></p> <p>http://firstnationhelp.com/ali/lessons.php,</p> <p><i>and scroll to the bottom of the page.</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>K.3.1 write their name, using Mi'kmaw orthography, in guided situations</p>	<p><i>This outcome can be met in conjunction with Outcome K.2.1.</i></p> <ul style="list-style-type: none"> • Have students create their own name tags or the name tag for another student. They should sound out each letter as they write it. Encourage them to decorate the tags or illustrate them.



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">• Ensure that students have written the names correctly.	<p>Appendix A</p> <p><i>For help in pronunciation, go to</i></p> <p>http://firstnationhelp.com/ali/lessons.php,</p> <p><i>and scroll to the bottom of the page.</i></p> <p>See Appendix C for suggestions for decorative motifs.</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>K.4.1 identify favourite activities</p>	<p><i>This outcome may be met together with Outcome K.4.5.</i></p> <ul style="list-style-type: none"> T gives an example of his or her favourite activity. For example, T says, "I like to swim. What do you like to do?" If T is using Mi'kmaw, students may respond with a gesture. T then provides the answer, saying "You like to ..." and then have the student say, "Yes, I like to ..." <p>The question:</p> <p>What do you like to do? <i>Kowey kesatm teluku'n? [Gowey gessad'mn delugwen]</i></p> <p>Examples of answers:</p> <p>I like to swim. <i>Kesatm teki-simi [Gessadem degisseemee]</i></p> <p>I like to eat. <i>Kesatm mijisi. [Gessadem meejeesee]</i></p> <p>I like to play hockey. <i>Kesatm amilasi hockey. [Gessadem ahmeelassee hockey]</i></p> <p>I like to play with my friends. <i>Kesatm amili'ek nitap'k. [Gessadem amehli dyeeg nidapk]</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 as they reply. If they reply in Mi'kmaw, assess their pronunciation and intonation.	



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>K.4.2 sing a birthday song in Mi'kmaw</p>	<p><i>This outcome can be attained together with Outcome K.1.2.</i></p> <ul style="list-style-type: none"> Sing "Happy Birthday" in Mi'kmaw when a student has a birthday. <p><i>Weli ajipuna</i> <i>Weli ajipuna</i> <i>Weli ajipuna (name of student)</i> <i>Weli ajipuna</i></p> <p><i>[Wellyageebuna]</i> <i>[Wellyageebuna]</i> <i>[Wellyageebuna...]</i> <i>[Wellyageebuna]</i></p> <ul style="list-style-type: none"> Have a student lead the birthday song. Sing "Happy Birthday" in round form.



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 sing. Are they pronouncing correctly? Are they able to maintain the rhythm? Are they able to maintain the sequence when singing the song in a round?	<p>https://www.youtube.com/watch?v=TJFBAF-Sel4</p> <p><i>(This site also suggests other short videos in Mi'kmaw.)</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>K.4.3 use language when participating in an action songs sung in Mi'kmaw</p>	<p><i>This outcome may be attained together with Outcome K.1.2.</i></p> <ul style="list-style-type: none"> • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting).



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' participation in various activities and note the level of their engagement.• If the activity requires students to speak in Mi'kmaw (even if only to give an action word), observe pronunciation. Does the action suit the word that is being said?	



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>K.4.4 demonstrate an understanding of themselves as unique and special</p>	<ul style="list-style-type: none"> • Lead an age-appropriate discussion on similarities and differences among the students (hair colour, for example). Have students identify one of their strong characteristics. Have them identify one of their characteristics that they might wish to improve. The discussion could be held as a Talking Circle. • Read a story that deals with identity, and discuss it. For example, <i>The Eagle and the Crow</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 during the discussion. Are all students participating? Do all students respect the rules for the Talking Circle?	<p><i>This activity should be carried out with great sensitivity.</i></p> <p><i>The Eagle and the Crow.</i> Traditional tale told by Elder George Paul, retold by David Perley and Elder Imelda Perley.</p> <p>ISBN 978-0-9880836-0-8</p> <p>(Out of print at the time of developing the curriculum guide.)</p> <p>(English)</p>



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>K.4.5 participate in traditional Mi'kmaw activities</p>	<p><i>This outcome can be attained together with Outcome K.4.1.</i></p> <ul style="list-style-type: none"> • Have students attend a Mi'kmaw traditional activity that is being offered in the school or in the community. • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting). • Have students organize and participate in a traditional activity for a school show on special occasions.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Using predetermined criteria, observe students' participation in various activities and note the level of their engagement.	





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GRADE 1
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>1.1.1 listen and respond to simple sentences and classroom commands, showing comprehension through body language</p>	<ul style="list-style-type: none"> Using full sentences, ask the students to listen to commands that are used in class and then have the students carry out the orders. Review useful classroom sentences such as “Sit down”, “Stand up”, etc. that were introduced in Kindergarten. Ensure that correct pronunciation and rhythm are used. Add other orders as needed. <p>Examples:</p> <p>Would you open the door? <i>Ke' pi'joqa'tu kaqan.</i> Silence. <i>Wantaqtek, tew'ji wima'tun.</i> May I go to the washroom? <i>Kisi aqua'sites?</i> Etc.</p> <p><i>(Transliterations of these may be found in Appendix B, in the “Classroom” section.)</i></p>



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 respond to commands.• Prepare an observation sheet on which to note down when students carry out the command that they hear.• Observe students as they carry out orders when a game is being played in Mi'kmaw (for example, <i>Simon says</i>).	Appendix B



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>1.1.2 participate in a variety of oral text forms</p>	<p><i>This outcome may be attained together with Outcome 1.4.2.</i></p> <ul style="list-style-type: none"> Have students participate in an action chant in Mi'kmaw. For example: <p>One, two, three, clap your hands! Four, five, six, stamp your feet! Seven, eight, nine, shake your arms!</p> <p><i>Ne'wt, ta'pu, si'st, mattey'n kpitnn!</i> <i>Ne'w, na'n, asukom, ksikaweteste'n kkatl</i> <i>Luiknet, ukumuljin, pesqunatek, pepuwekey kpitnokumi!</i></p> <p><i>[nayoht daaboo seest mattayen gbiggen]</i> <i>[nayoh, naan asugoom gesigaweedesten gadaw]</i> <i>[luooigened oogoomultshin, besquanadek beboowehgeh gbinamoo]</i></p> Have students learn/memorize a simple verse that they can recite in class or to another 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">• Observe students as they participate. Is the pronunciation correct? Are they able to maintain the rhythm?	http://firstnationhelp.com/ali/songs.php



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>1.1.3 listen attentively to aid comprehension</p>	<ul style="list-style-type: none"> • Play a game of telephone tag, using a simple sentence. • T announces that students will hear a sentence containing a number. They must indicate the number they hear with their fingers. • Similar to the above, but T uses action words. Students must carry out the action. For example, T says, "The cow jumped over the moon", the students jump.



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 participate. Do they indicate the correct number? Do they carry out the correct action?	Appendix B



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>1.1.4 identify the sounds of consonants and vowels in Mi'kmaw</p>	<ul style="list-style-type: none"> • Create a chart (see Appendix A) using the letters that represent sounds that students should know (i.e., sounds from their names). Place the chart on the wall. Every day, ask a few students to identify a sound that you dictate. After a while, a student could lead this exercise. • On a series of cards, write letters, using the letters that represent sounds that students should know (i.e., sounds from their names). Shuffle the cards well. T pulls out a card and says the sound that is written on it. Students whose name contains this sound write down the letter. The first student to write his or her name completely, then drops out of the game, while the others continue until all students have written their name. This game can be played in groups. Students may be asked to lead this game. This activity is also related to Outcomes 1.2.1 and 1.3.1. • Have students in groups of three or four to play a variation of "Go fish". Using the letters that represent sounds that students should know (i.e., sounds from their names or action words that they know), T creates a deck of cards for each group of students. T should make two or more cards for sounds that recur often. Each student is dealt five cards, and the remainder are placed in the centre of the group. The object of the game is to have each student collect the letters needed to write his/her name using the cards. Students ask the person to their left (one person at a time) for a sound that is missing. If the second student has the card, he must pass it to the one who asked, who may then ask the next person for another missing sound. When a student does not have the missing sound, then the student who asked must pick a card from the centre to add to his hand. The student who first succeeds to write his or her name wins the game.



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 carry out these activities. Are they having difficulties with making the correct sounds? Are they able to identify the symbol that represents the sound provided by the teacher?	Sound chart, Appendix A



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>1.2.1 recognize the names of classmates written in Mi'kmaw</p>	<ul style="list-style-type: none"> • Create name tags for all the students in the class. Mix them up (like a deck of cards). Pull one out and ask the students to identify the student to whom the tag belongs. • Write the name of each student on a wooden coffee stir-stick. Hide the sticks in various parts of the classroom. Have the students search for the sticks. When they find one, they must give the stick to the student whose name is written on the stick. • Refer to Outcome 1.1.4. Have the students play a variation of the “Go Fish” game that is described. This time, they must choose the name of a classmate and collect the sounds needed to write that name.



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 as they carry out the various activities. Do they read the names correctly?	



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>1.3.1 write the names of classmates, using Mi'kmaw orthography, in guided situations</p>	<ul style="list-style-type: none">• Have the students create name tags for one of their classmates. They can decorate the name tag.• Refer to Outcome 1.1.4. Have the students play a variation of the "Go Fish" game that is described. This time, they must choose the name of a classmate and collect the sounds needed to write that name. Once they have collected all the sounds, have them write the name out on a card or a piece of paper.



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">Observe student work for correct spelling. Have they used capital letters for the first letter of the name?	Appendix A Appendix C



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>1.4.1 identify daily routines</p>	<ul style="list-style-type: none"> Lead an age-appropriate discussion with students on actions that they undertake every day (for example, waking up, washing, eating, brushing their teeth, etc.). (See Outcome 1.1.1) Once students show that they understand various commands in Mi'kmaw through gestures, slowly introduce sentences that identify daily routines. Only introduce one sentence at a time, over several days. For example, after greeting the students in Mi'kmaw, T could say "I ate breakfast this morning. Did you?" Students could respond with "Yes, I ate breakfast this morning." Once students have acquired a number of sentences, after the greeting, T could ask a few students "What did you do this morning?" Students can then choose to answer with any one of the acquired sentences. T could then ask another student "What did ... (name of student who provided an answer) do?" The second student would answer "He/she ..." <p>I ate breakfast this morning. Did you? <i>Eksitpukalalan'ap sie'pie'y. Katu ki'?</i> <i>[Esibuguadownup sebye. Kadoo gheeaw]</i></p> <p>Yes, I ate breakfast this morning. <i>Amuj kisi eksitpukala'p sie'pie'y.</i> <i>[Ahmooj gizi essibuguadownup seb-bye]</i></p> <p>No, I didn't eat breakfast this morning <i>Moqo mu Eksitpukalalan'ap sie'pie'y.</i> <i>[Mokaw moo essibuguadownup seb-bye]</i></p> <p>Yes, I had breakfast this morning. <i>Amuj eksitpukalalan'ap sie'pie'y.</i> <i>[Ahmooj essibuguadownup seb-bye]</i></p> <p>No, I didn't have breakfast this morning. <i>Moqo mu eksitpukalalan'ap sie'pie'y.</i> <i>[Mokaw moo essibuguadownup seb-bye]</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 as they reply. Have they understood the question? Did they answer appropriately? Was pronunciation understandable? Were they able to ask a question?	Appendix B



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>1.4.2 sing <i>Oh, Canada</i> in Mi'kmaw</p>	<ul style="list-style-type: none"> • Model <i>Oh, Canada</i> in Mi'kmaw, line by line. Have students repeat each line until it is memorized. It will take a number of days for students to learn the whole anthem. (Do not write out the anthem while they are learning it). • Once the anthem has been memorized, students should sing it in Mi'kmaw at every occasion that the anthem is called for. • If the anthem is sung every day in the school, have the office play a recording of the anthem in Mi'kmaw once or twice a week.



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 sing the anthem. Is pronunciation correct? Can they maintain the rhythm? Do they stand respectfully?	http://firstnationhelp.com/ali/songs.php (click on <i>Oh, Canada</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>1.4.3 use language when participating in action songs sung in Mi'kmaw</p>	<ul style="list-style-type: none"> • Have students attend a Mi'kmaw traditional activity that is being offered in the school. • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting). • Have students participate in a school show for a special occasion.



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 participate in activities. Are they engaged? Can they express their feelings about their participation in the activity?	http://firstnationhelp.com/ali/songs.php



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>1.4.4 identify types of Mi'kmaw arts and crafts</p>	<ul style="list-style-type: none"> • Bring a number of Mi'kmaw artifacts to the class. Ask students if they can explain the importance/significance of each item. If necessary, explain the importance/significance of each item. It is recommended that only one item be brought to a class at any one time. • Read a story that deals with one of the items, for example, <i>You are too loud</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">Once a number of items have been presented, ask students if they can explain the importance/significance of an item in particular.	<p><i>You are too loud.</i> First Nations Education Initiatives Incorporated, Fredericton, NB. ISBN 9-780991-672073</p> <p>(English and Mi'kmaw)</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>1.4.5 respond personally to a variety of cultural texts</p>	<ul style="list-style-type: none"> • Whenever students have attended a cultural activity, ask them what they liked about it. • Ask a student to retell a story or legend that he/she has heard; then ask the other students to react to it. • Ask students to explain the significance of a specific symbol on a personal level (for example, the meaning of an eagle feather).



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 re-tell a story or express their reaction to it. Are they able to communicate their thoughts clearly? Have the main elements of the story been included?	<p><i>How the cougar came to be called the Ghost Cat.</i> Roseway Publishing, Winnipeg. ISBN 978-1-5526637-1-4</p> <p>(English and Mi'kmaw)</p> <p><i>Teachers may wish to consult the following site for online books.</i></p> <p>http://www.mcpei.ca/node/729</p>



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>1.4.6 participate in traditional Mi'kmaw activities</p>	<ul style="list-style-type: none"> • Have students attend a Mi'kmaw traditional activity that is being offered in the school or in the community. • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting). • Have students organize and participate in a traditional activity for a school show on special occasions.



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 predetermined criteria, observe students' participation in various activities and note the level of their engagement.	http://firstnationhelp.com/ali/songs.php (click on <i>The Mi'kmaw Song</i>)





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GRADE 2
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>2.1.1 exchange greetings and farewells with classmates and teacher appropriately</p>	<ul style="list-style-type: none"> Ensure that students greet you each other on arrival in class. Use a single, simple form of greeting to begin with. Once students are comfortable with this greeting, you may offer a variation. <p>Examples:</p> <p>Good morning. <i>Weli eksitpu'k.</i> Good afternoon. <i>Keluk mewlia'kwek.</i> What's going on today? <i>Tali-aq kiskuk?</i> How are you? (singular) <i>Me'taleyin</i></p> <p><i>(See Appendix B for further suggestions and for transliterations).</i></p> <ul style="list-style-type: none"> Ensure that students say farewell to you and each other as they leave class. Use a single, simple form of farewell to begin with. Once students are comfortable with this farewell, you may offer a variation. They could use a variety of sentences, such as "See you tomorrow", "I enjoyed today's class, did you?" etc. <p>Examples:</p> <p>See you tomorrow. <i>Numiltis sa'ponuk. [Noomootiss sabono]</i></p> <p>I enjoyed today's class, did you? <i>Kesatm'ek kiskuk kowey kisi kina'masin?</i> <i>[Gessadem gisgoo goway gizi ginahmassin]</i></p> <p>Yes, I enjoyed it, thank you. <i>Amuj, Kesatm'ep aqq welalin.</i> <i>[Ahmoaj gessadem ap wellallin]</i></p> <p>No, I didn't enjoy it, sorry. <i>Moqo mu kesatm'wap, meskey.</i> <i>[Mokaw moo gesademmwap messgay]</i></p>



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 interact. Are they demonstrating ease in understanding and responding? Are they using complete sentences?	Appendix B http://firstnationhelp.com/ali/lessons.php



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>2.1.2 participate in a variety of oral text forms</p>	<ul style="list-style-type: none"> • Have students learn songs/chants in Mi'kmaw. It is important that they learn these orally, without seeing the written word. • Have the students prepare a short sketch, based on a simple Mi'kmaw story. They could be asked to present the sketch to another class. If language skills are still a challenge, ask students to mime the story. • Have students participate in the daily announcement routines at the school, by having them provide a greeting to the school.



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 participate in an activity. Are the gestures appropriate? Do they tell a story?• When assessing students, take into account pronunciation and rhythm.	



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> <ul style="list-style-type: none"> • 2.1.3 listen actively and use verbal and body language to show comprehension and to maintain interaction 	<ul style="list-style-type: none"> • Read a Mi'kmaw story or legend to the students. Have them mime the actions in the story. • Separate the class in two groups, one at each end of the classroom. Provide each group with a name. Then, naming one of the groups, give an order such as "Group A, move two steps forward" in Mi'kmaw. Alternate with each group (not necessarily in order) until the groups are intermingled. Then add actions such as "Shake the hand of the person on your left." (Teachers may prefer to make smaller groups.) • Teacher invites a student to stand with him/her. Carry out a conversation in mime. Then, have the students stand two by two, facing each other. Ask them to do the same. • Depending on the size of the class, invite students to form two or three circles (ideally, a maximum of ten students per circle). T then whispers an action order into the ear of one student from one of the groups, then a second (different) action order into the ear of one student from the other groups. Each student must then whisper the action order to the person on the left. The last student must carry out the order.



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 participate in an activity. Do they communicate successfully? 	<p><i>How Keluwoskap Created People.</i> Traditional tale told by Ron Tremblay. Education Partnership Project Initiative (First Nations Education Initiatives Incorporated, Fredericton, NB).</p> <p>(English)</p> <p><i>The Bear and the Seven Hunters.</i> Retold by George Paul. Education Partnership Project Initiative (First Nations Education Initiatives Incorporated, Fredericton, NB).</p> <p>(English)</p> <p><i>Powwow's Coming.</i> Lindsay Boyden. University of New Mexico Press. Albuquerque. ISBN 978—0-8263-4265-2</p> <p>(English)</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>2.1.4 pronounce simple sentences used in class comprehensibly</p>	<ul style="list-style-type: none"> • Have the students work in pairs. Ask one student to give an order that is known from class (for example, "Please sit down." The second student carries out the action and then has his or her turn. • Have the students visit a Kindergarten or Grade 1 class, to lead a game of "Simon says" (or a variation). • Have the students work in pairs. Ask them to have a brief conversation in Mi'kmaw, using language that they have acquired.



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: Are they speaking correctly? Are pronunciation and intonation correct?	Appendix A Appendix B



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>2.2.1 identify the relationship between sound and symbol</p>	<ul style="list-style-type: none"> • Write a short sentence on the board, one that the students have acquired orally. Have them sound out the sentence, and then repeat it at normal speed. • If a story that contains a repetitive sentence has been read, write out that sentence on the board and have students sound it out. • Depending on the sentence(s) used, point out the distinction between the symbols used for various sounds. For example, there is a difference in pronunciation of the letter “P” when writing Punamujuiku’s (January, pronounced <i>poo-na-moo-joo-wee-goos</i>) and <i>Penatmuikus</i> (April, pronounced <i>ben-na-dem-oo-wee-goos</i>). There is also a difference in pronunciation when writing “a” and “a’” Ask students to identify other examples. (See Appendix A for explanation.)



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"> Listen to the students to ensure correct sound-symbol relationships as well as proper pronunciation and intonation. Correct students as necessary and have them repeat correctly. 	<p>Appendix A</p> <p>http://firstnationhelp.com/ali/vocabulary.php (Scroll to the bottom of the page for help in pronouncing various letters.)</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>2.3.1 write the letters corresponding to the sounds/words that are familiar in the classroom context</p>	<ul style="list-style-type: none"> • As students become familiar with the sound-symbol relationship, dictate words or short sentences that they should then write, using familiar classroom items. • Have students make word cards/posters/drawings for various words that they know. They should illustrate the item and write its name under it. The work could be collected into a booklet to be sent home. • If students are at ease with the various greetings and farewells used (or other language), ask them to create a little dialogue (illustrated with stick persons, perhaps). • Depending on the sentence(s) used, point out the distinction between the symbols used for various sounds. For example, there is a difference in pronunciation when writing. For example, there is a difference in pronunciation of the letter “P” when writing Punamujuiku’s (January, pronounced <i>poo-na-moo-joo-wee-goos</i>) and <i>Penatmuikus</i> (April, pronounced <i>ben-na-dem-oo-wee-goos</i>). There is also a difference in pronunciation when writing “a” and “a’” Ask students to identify other examples. (See Appendix A for explanation.) Ask students to identify other examples (see Outcome 2.2.1).



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.	<p>Appendix A</p> <p>http://firstnationhelp.com/ali/vocabulary.php (Scroll to the bottom of the page for help in pronouncing various letters.)</p>



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>2.4.1 give examples of ways to involve persons close to them in school activities</p>	<ul style="list-style-type: none"> • When planning a class activity, ask students to suggest what persons close to them could do to help. • Invite a person close to one student (or perhaps all) to come to the class. Prior to the visitation day, ask students to suggest activities in which these persons might become involved (for example, Mi'kmaw language card game, see Outcome 1.1.4). • Suggest that students ask person close to them for a recipe of a traditional dish that could then be made in class.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students as they interact with guests. Are they showing the proper respect, using the correct protocols?	



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>2.4.2 sing a song or a chant related to a special Mi'kmaw event</p>	<ul style="list-style-type: none"> • Have students learn a traditional song or chant that could be presented at an event in the school or the community. • If the song or chant lends itself to it, have the students do actions while they sing or recite.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Observe students as they participate in an activity. Are gestures appropriate? Are they able to pronounce correctly and maintain the rhythm? 	http://firstnationhelp.com/ali/songs.php



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>2.4.3 use language when participating in an action song sung in Mi'kmaw</p>	<ul style="list-style-type: none"> • Have students attend a Mi'kmaw traditional activity that is being offered in the school. • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting) • Have students participate in a school show for a special occasion.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Observe students as they participate in an activity. Are gestures appropriate? Are they able to pronounce correctly and maintain the rhythm?	



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>2.4.4 recognize the significance of a number of Mi'kmaw symbols</p>	<ul style="list-style-type: none"> • Bring an eagle feather to the class. Ask students what they know about the eagle feather and what it means in Mi'kmaw culture. Then read a story about the eagle, and ask what students have found out. • Repeat the preceding activity over the course of the year, presenting different Mi'kmaw symbols. • Once the students have learned about a number of symbols, ask them if one symbol in particular has a special meaning for them and to explain why.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Observe students as they explain the importance of a symbol. Are they able to demonstrate that they understand the significance of the symbol? 	<p>http://www.heritage.nf.ca/aboriginal/mikmaq_culture.html</p> <p>http://www.heritage.nf.ca/aboriginal/mikmaq_culture.html</p> <p>Mi'kmaw Spirituality (PowerPoint Presentation), from http://hrsbstaff.ednet.ns.ca/.</p> <p>(See Appendix D for extracts of the above resource)</p>



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> • 2.4.5 develop an understanding and respect for diversity 	<ul style="list-style-type: none"> • Lead an age-appropriate discussion with students. Ask them if they are all the same, and discuss differences among them. For example, one student may like sports and another may not like them at all. Do certain students have different strengths? • If there are students of non-Mi'kmaw origin in the class, lead a discussion of different ways of celebrating a special occasion (birthday, seasonal holidays, etc.).



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none"> Observe students: How are they demonstrating respect for their classmates (showing interest, helping others, etc.)? 	<p><i>How Chipmunk Got His Stripes.</i> Joseph Bruchac and James Bruchac. Puffin Books, Toronto, ON, 2001. ISBN 978-0-14-250021-7</p> <p>(English)</p> <p><i>A Promise is a Promise.</i> Robert Munsch and Michael Kusugak. Annick Press, Toronto, ON, 1988 (2013). ISBN 1-55037-008-1</p> <p>(English)</p>



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>2.4.6 participate in traditional Mi'kmaw activities</p>	<ul style="list-style-type: none"> • Have students attend a Mi'kmaw traditional activity that is being offered in the school or in the community. • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting). • Have students organize and participate in a tradition activity for a school show on special occasions.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Using predetermined criteria, observe students' participation in various activities and note the level of their engagement.	





Birds Speaking © *Natalie Sappier*

GRADE 3
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>3.1.1 listen and respond using very simple social interaction patterns (e.g., question – answer)</p>	<ul style="list-style-type: none"> • Ensure that students greet each other on arrival in class. They should ask at least one question and respond to one after the greeting. • Ensure that students say farewell to each other as they leave class. They should use a variety of sentences, such as “See you tomorrow”, “I enjoyed today’s class, did you?”, etc.(Consult Appendix B for other possibilities.) <p>See you tomorrow. <i>Numiltis sa'ponuk. [Noomootiss sabono]</i></p> <p>I enjoyed today’s class, did you? <i>Kesatm'ek kiskuk kowey kisi kina'masin?</i> <i>[Gessadem gisgoo goway gizi ginahmassin]</i></p> <p>Yes, I enjoyed it, thank you. <i>Amuj, Kesatm'ep aqq welalin.</i> <i>[Ahmooj gessadem ap wellallin]</i></p> <p>No, I didn't enjoy it, sorry. <i>Moqo mu kesatm'wap, meskey.</i> <i>[Mokaw moo gesademmmwap messgay]</i></p> <ul style="list-style-type: none"> • Ask students to role-play entering a room. They should greet their classmates, ask one or two questions and then bid farewell.



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 interact. Are they demonstrating ease in understanding and responding? Are they using complete sentences?	Appendix B http://firstnationhelp.com/ali/lessons.php



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>3.1.2 participate in a variety of oral text forms</p>	<ul style="list-style-type: none"> • Have students learn songs/chants 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 that requires a response from the students. • Have the students prepare a short sketch, based on a simple Mi'kmaw story. They could be asked to present the sketch to another class. The sketch could be prepared in mime. • Have students who play a musical instrument compose a song or ditty, using language they have learned in class. • 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">Observe students as they present their sketches. Do the gestures used convey the meaning of what they are saying?When assessing students, take into account pronunciation and rhythm.	Appendix B



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>3.1.3 use verbal and non-verbal communication to express meaning in guided situations</p>	<ul style="list-style-type: none"> • Read a Mi'kmaw story or legend to the students. Have them mime the actions in the story. • Have students tell or retell a story using gestures to get the meaning across. • At the end of an activity, ask the students to express their feelings about the activity, using gestures. • Ask students to demonstrate how their posture can show respect when they are speaking to another person.



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 various activities in class. Do they show respect for one another? Do the gestures used by students demonstrate that they understand what they are hearing? Do the gestures convey meaning? 	<p><i>Muin and the Seven Bird Hunters</i>. Lillian Marshall et al. Cape Breton University Press, Sydney, NS, 2010. ISBN 978-1-897009-55-0.</p> <p>(English and Mi'kmaw)</p> <p>http://firstnationhelp.com/ali/books.php</p> <p>(Mi'kmaw)</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>3.1.4 listen to and repeat sentences with a focus on pronunciation, intonation and rhythm</p>	<ul style="list-style-type: none"> Teacher provides an example of a simple sentence and asks how the sentence could be said to indicate different feelings (quizzical, surprise, horror, etc.). Teacher provides an example of a simple sentence or question and asks how it could be said in order to elicit different information. For example, "What did you do?", "What DID you DO?" and "What did YOU do?" indicate different things.



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: Are they speaking correctly? Does the intonation used <i>convey</i> the meaning of the question or the emotion of the sentence?	



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>3.2.1 decode simple, familiar sentences used in class, written in Mi'kmaw</p>	<ul style="list-style-type: none"> • Write a short paragraph on the board, using language with which students are familiar (either based on classroom reality, or on a story that they know well). Have them sound out the sentences, and then repeat them at normal speed. • Point out words that use the same letter but are differentiated in some way to indicate a different tone. <p>Examples:</p> <p>I love you. <i>Kesalul. [Guessalool]</i></p> <p>I hurt you. <i>Kesa'lul. [GuessaHHlool]</i></p> <p>I put you in the fire. <i>Ke'sa'lul. [GueehssaHHlool]</i></p> <p>Woman <i>E'pit [ehbit]</i> Sitting Down <i>Epit [abit]</i></p> <p>Bow <i>Api [Ahbee]</i> Fishing net <i>A'pi [Ahhbee]</i></p> <p>It is shining there <i>Elatiek [Ehladek]</i> We are going <i>Ela'tiek [Ehladeeyeg]</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">Listen to the students as they read aloud. Are pronunciation and intonation correct?	Appendix B http://firstnationhelp.com/ali/lessons.php (Scroll down to the bottom of the screen for help with pronunciation.)



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>3.3.1 produce simple, familiar sentences that are used in class, in guided situations</p>	<ul style="list-style-type: none"> • As students become familiar with the sound-symbol relationship, ask them to write familiar sentences in their notebook. • Ask students, in pairs, to create a short sketch. They can then present the sketch to other students to be read or acted out. • Students can prepare a little booklet about themselves and what they do in class. Once the booklets have been illustrated, they can be used to 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">Assess student writing, using predetermined criteria (correct spelling, punctuation, etc.).	Appendix B http://firstnationhelp.com/ali/



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>3.4.1 give examples of ways to involve persons from the community in school activities</p>	<ul style="list-style-type: none"> • When planning a class activity, ask students to suggest who in the community could do to help. • Invite a person from the community to come to the class. Prior to the visitation day, ask students to suggest activities in which the person might become involved (for example, Mi'kmaw language card game, see Outcome 1.1.4). • Invite an Elder to the class. Prior to the visitation day, ask students what questions they might ask the Elder. Ask them also to indicate what type of behaviour is expected of them in the presence of an Elder.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Observe students as they interact with guests in the class. Do they show proper respect? Are they paying full attention to the guest? Do they make an effort to speak Mi'kmaw to the guest?	



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>3.4.2 sing a song or a chant related to three special Mi'kmaw events</p>	<ul style="list-style-type: none"> • Have students learn a traditional song or chant that could be presented at events in the school or the community. • If a song or chant lends itself to it, have the students do actions while they sing or recite.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Observe students as they carry out these activities. Is pronunciation correct? Is rhythm being maintained? Are gestures/actions appropriate?	



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>3.4.3 use language when participating in an action song sung in Mi'kmaw</p>	<ul style="list-style-type: none"> • Have students attend a Mi'kmaw traditional activity that is being offered in the school. • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting). • Have students participate in a school show for a special occasion.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Observe students and assess their engagement in the activity. Are they participating to the best of their ability? Are they able to talk about the activity afterwards and explain their feelings about it?	



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> • 3.4.4 recognize the significance of a number of Mi'kmaw traditional events 	<ul style="list-style-type: none"> • When an event has been planned at the school or in the community, which the students will attend, lead a discussion on the meaning of the event and why it is important to the Mi'kmaq. Are there links that may be made between the events? • Invite a member of the community (an Elder, for example) to come to the class and explain a traditional activity (for example, hunting, fishing, etc.) and to talk about the connection between Nature and 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 practise ways these are rooted in language.

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Observe students while they are participating in an event. Are they showing their engagement?• Ask students to explain what a guest may have told them about a traditional activity. Do they demonstrate that they understand the importance of the activity?	http://www.heritage.nf.ca/aboriginal/mikmaq_culture.html



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <ul style="list-style-type: none"> • 3.4.5 take age-appropriate action to promote positive interactions among people 	<ul style="list-style-type: none"> • Over the year, lead discussions on the Seven Sacred Teachings. Have the students illustrate each teaching (this could be done in Art class). • Lead a discussion with students on how to resolve a dispute.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">Observe students as the discussions are lead. Do they show understanding of the teachings? Do they modify their behaviour to apply the teachings?	<p>www.integrativescience.ca/uploads/activities/Murdena-Seven-Sacred-Gifts.pdf</p> <p>(See Appendix E)</p>



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

Specific Curriculum Outcomes	Suggested Learning and Teaching Strategies
<p><i>Students will be expected to:</i></p> <p>3.4.6 participate in traditional Mi'kmaw activities</p>	<ul style="list-style-type: none"> • Have students attend a Mi'kmaw traditional activity that is being offered in the school or in the community. • Have students participate, to the best of their abilities, in age-appropriate activities that are traditional (dancing, singing, chanting). • Have students organize and participate in a traditional activity for a school show on special occasions.



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

Suggestions for Assessment	Notes and Resources
<ul style="list-style-type: none">• Using predetermined criteria, observe students' participation in various activities and note the level of their engagement.	





Drumming to the Sun – Adulthood © Natalie Sappier

APPENDICES

Appendix A – Mi'kmaw Orthography

In 1970, Doug Smith and Bernie Francis developed a writing system. The Mi'kmaw sound system has 27 sounds, which are represented by 18 characters as follows:

p t k q j s l m n w y
a e i o u ɨ '

The Mi'kmaw sounds are: 27 distinctive sounds

p t k kw q qw j s l m n w y
a e i o u ɨ l' m' n'
a' e' i' o' u'

The **P T K** are considered voiced when they are followed by a vowel, therefore, they take on the B, D, G, sounds

When **p, t, or k**, is followed by a vowel, or between two vowels it is always voiced. **PP, TT, KK** The double consonants are voiceless. Therefore, they are the p, t, k, sounds.

The **r** in the Mi'kmaw alphabet is substituted with an **l** in such words as Mali - Mary, Pie'l - Pierre/Peter,

ɨ This symbol is the schwa symbol and sounds like the u in the word suppose

voiced the buzz of the vibrating vocal cords is heard as the sound is made

There are many Mi'kmaw words that are spelled the same but have different meaning. The difference is in the short and long vowels. These are just a few examples:

- | | |
|--|---|
| a. epit - he/she is sitting
e'pit - a woman | d. elatiek - we look alike
ela'tiek - we are going |
| b. api - bow
a'pi - net | e. ikal - defend him/her
ika'l - let him/her go |
| c. mawi-together
ma'wi - I am kissing | f. kesalu l- I love you
kesa'lul - I hurt you
ke'sa'lul - I throw you in the fire |



Consonant/Vowel

pa	pe	pi	po	pu	pì
ta	te	ti	to	tu	tì
ka	ke	ki	ko	ku	kì
qa	qe	qi	qo	qu	qì
ja	je	ji	jo	ju	jì
sa	se	si	so	su	sì
la	le	li	lo	lu	lì
ma	me	mi	mo	mu	mì
na	ne	ni	no	nu	nì
wa	we	• wi	wo	wu	wì
ya	ye	yi	yo	yu	yì

Vowel/Consonant

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



Mi'kmaw Alphabet Sounds and Pronunciation Guide

Mi'kmaw	English
A	A <u>men</u>
E	Me <u>t</u>
I	Bi <u>t</u>
O	Al <u>so</u>
U	Put <u>u</u>
A'	Pal <u>m</u>
E'	Where
I'	Se <u>ed</u>
O'	Go <u>o</u>
U'	Sue
i	Apr <u>on</u>

Mi'kmaw	English
L	Li <u>k</u> e or Fee <u>l</u>
M	Me or Hi <u>m</u>
N	Ne <u>w</u> or Ca <u>n</u>
W	Wi <u>ll</u> or Ho <u>w</u>
Y	Ye <u>s</u> or Gre <u>y</u>
S	Si <u>t</u> or Wa <u>s</u>
Q	Guttural as in Ba <u>ch</u>

P, T, J, and K

Between vowels and after l, m, n

P	'b' as in Ba <u>ll</u>
T	'd' as in Do <u>g</u>
J	'j' as in Ji <u>m</u>
K	'g' as in Go <u>o</u>

Next to consonants except after l, m, n

P	'p' as in Pu <u>t</u>
T	't' as in To <u>y</u>
J	'ch' as in Chu <u>rch</u>
K	'k' as in Ca <u>k</u> e

Diphthongs

Mi'kmaw	English
Aw	'ou' as in Sco <u>ut</u>
Ew	Not found in English
Iw	Not found in English
Ow	'o' as in Oa <u>k</u>
A'w	'ow' as in Ho <u>w</u>

Mi'kmaw	English
E'w	Not found in English
Ay	'i' as in I <u>ce</u>
Ey	'a' as in A <u>che</u>
Ai	'ie' as in Di <u>e</u>



Mi'kmaw Pronunciation Practice Sheet

A - Sounds like A in (Amen)

Aluk	Awti	Amu	Apikjilu	Api	Amaljikwej	Ala
Atuomkmin	Ula	Staqa	Netake'k	Nenaqe'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
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	Mkisin
Pasik	Paqtism	Tmitqai'kn	Pemlika't	Msit	Na'msit	Espitek

P - Two distinct sounds between vowels and after I, m, n, B as in (Ball), next to constanants except to I, 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 I, m, n, ? as in (?), next to constanants except to I, 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 I, m, n, J as in (Jim), next to constanants except to I, 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 I, m, n, G as in (Go), next to constanants except to I, 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	Tapatatk	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'j	Mekwe'k	Maqtewe'k	Mlakej	Amu	Kmu'j
Welmitoq	Lame'k	Nikmaq	Plamu	Niskam	Nekm	Mikjij
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	Nenage'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 B – 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-u-le-tezz</i>
See you again tomorrow	Ap nemultes sapo'nuk	<i>up-nem-u-le-dezz za-bow-nook</i>
See you on... (day of the week)	Nemultes...	<i>nm-u-le-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 kiskiksip 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	Amskwesewey	<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>



NUMBERS

ENGLISH	MI'KMAW	ENGLISH	MI'KMAW
One	Ne'wt	Seventeen	Newtiska'q jel luiknek
Two	Ta'pu	Eighteen	Newtiska'q jel ukumyljin
Three	Si'st	Nineteen	Newtiska'q jel pesqunatek
Four	Ne'w	Twenty	Tapuiska'q
Five	Na'n	Twenty-one	Tapuiska'q jel ne'wt
Six	Asukom	Twenty-two	Tapuiska'q jel ta'pu
Seven	Luiknek	Twenty-three	Tapuiska'q jel si'st
Eight	Ukumyljin	Twenty-four	Tapuiska'q jel ne'w
Nine	Pesqunatek	Twenty-five	Tapuiska'q jel na'n
Ten	Newtiska'q	Twenty-six	Tapuiska'q jel asukom
Eleven	Newtiska'q jel ne'wt	Twenty-seven	Tapuiska'q jel luiknek
Twelve	Newtiska'q jel ta'pu	Twenty-eight	Tapuiska'q jel ukumunljin
Thirteen	Newtiska'q jel si'st	Twenty-nine	Tapuiska'q jel pesqunatek
Fourteen	Newtiska'q jel ne'w	Thirty	Nesiska'q
Fifteen	Newtiska'q jel na'n	Thirty-one	Nesiska'q jel ne'wt
Sixteen	Newtiska'q jel asukom		

ACTIVITIES

ENGLISH	MI'KMAW	TRANSLITERATION
I went to visit my grandmother	Api mittu'kalk nukumi'j	ah-be-mit-due-goo-alk new-goo-me-j
I watched television	Ankattemap T.V.	un-got-dem-mob t.v.
I play hockey	Milayi aq'ki	mill-eye-ee ock-kee
I am skating	Alip kamiap	ah-lip gum-me-yub
I went swimming	Teki'smiap	day-gee-zm-ee-ub
I'm studying	Kekna'masiap	gegg-ee-nam-ah-zee-ub
I was babysitting	Nespi'ap	ness-be-ub
I am cleaning	Waqamate'key	wah-gum-ma-tay-gay
I am helping my mother	Apoqnmaq nkkij	ab-ba-qn-muk nn- geej
I was dancing	Amalkey'ap	a- malk-guy-ub
I'm playing ball	Aljemey	all-jay-my
I am going to play hockey	Naji mila'sites aq'ki	naw-gee mill-eye-sea-des ock-ee
I am going to play with them	Aji mila'sualki'k	ah-gee mill-ah-so-all-giik
We are going swimming	Naji teki'smulti'ek	naw- gee day-gee-sm-ool-dee-eek
What did you do this morning?-	Tul'ukasip sie'pie'y?	Dahloogwayaseb seb-bye
I went to school.	Eliey ap kina'matnowokom	Eleeay ab ghinamadnoowohgoom
I played ... during recess.	Almelasiap	Ahmehlahssiap
What did ... do?	Tul'ukasip	Daloogwehseb
He/she went to school.	Nekam eliet kina'matnowokom	Negam eleeet ghina ghinamadnoowohgoom
He/she had breakfast.	Eksitpukatluk	egsseebugadowk
He/she played hockey during recess.-	Nekam hockey'e'mat	Negam hockey ay mat



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-eeek 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	Gegg-goon-men gil a-wee-gig-gemk-a'way
Have you got an eraser?	Ke'kunmen ka'sa'te'kemewey	Gegg-goon-men gil gus'ah-day-gemk-a'way
Have you got scissors?	Ke'kunmen temit'ke'kn	Gegg-goon-men dim-it-gee-gun
Have you got crayons?	Ke'kunmen amalam'kwa'te'kemkewey	Gegg-goon men ahm a' lamb-goo-ah-day-gem-a-oo-away
Have you any paper?	Ke'kunmen wi'kati'kney gay	gay- goon-men wee-gah-tee-gen-a
Have you a ruler?	Ke'kunmen nenka'temkewey	gay gegg-goon-men n'aan-gah-dem-gay-away
Have you a sharpener?	Ke'kunmen sipu'taqaney	Gegg-goon-men see-boo-da-hun-away
Silence, please	Wantaqtek, tew'ji wlma'tun	One-tug-deek day-oo-gee oo'l-ma'doon
Hurry up!	Tetaqa'si	Ded-da-ga-zee
Would you open the door?	Ke' pi'joqa'tu kagan	Gay-be'joe-ga'doo ga-hun
Would you close the door?	Ke'tu apisqa'tu kagan	Gay-doo ep-see's-ga-doo ga'hun
Close the door.	Ilta'tu kagan	Ill-da'doo ga'hun
Open the door.	Panta'tu kagan	Bun-da-doo ga'hun
Could you lend me a pen?	Ki's mqa'tu'wi'tes pi'kun?	Gis-ee m'ha'doo-oo'ee'des bee-gn?
May I go to the washroom, please?	Kisi aqua'sites?	Gee-see- a'ha'oah-see-des
May I get a drink of water?	Kisi nmiska'tes samkwan	Gee-see n'mee's ga'des sum-oo-an
Lend me some paper.	Maqa'tu'wi wi'katikney	Ma-ha-do-wee wee-ga-dee-kn-a
Can I go outside?	Kisi tu'as	Gee-see due- as
Can I go home?	Kisi l'mi'as	Gee-see l'mee'-as
I wait for my turn to speak	Keskma' ta'n tujiw kisi klu'sites	Gay-skum-a- dan due-jew kl-oo-see-des
I keep the classroom neat	Waqamte'j ke'knamatmke'o'kuom	oo-a-gum-day-j gay-kn-a-ma-dm-gay-o'oh-goo-ohm
I sweep the floor	Pewa'm msaqtaqt	Bay-oo-am m'saw-ah-da-ha-t
I wash the floor	Ke'sispatu msaqtaqt	Gay-see-s ba-doo m'saw'ha'dah't
Clean up	Masko'tasi	Musk-go-da'see
I don't understand	Mu nesta'siw	Moo- nehs da see-oo
I don't know how to say...	Nata tlu'ew	na-da tl-oo-oh
Would you repeat that, please?	Kea p tlu'a	Gay-up-tl-oo-a
What did you say?	Talue'sip	Dull-oo-a-sip
I don't have a pencil	Mu kekuna'q wi'ki'kn	Moo-gay-goon-ak wee'gee-kn
I don't have paper	Mu kekunmu wika'ti'kney	Moo-gay-goon-ak wee-ga-dee-kn-ee
I don't have an eraser	Mu ke'kunmu kasa'taqn	Moo-gay-goon-ah'k ga-saw-da-hun
I forgot my notebook at home	Awanta'sianek ntwi'katikn ni'knaq	A-one-da-see-an-eek nt'wee-ga-dee-kn nee-kn-ah
I forgot my work at home	Awantasi'ane ntl'u'ko'waqanem ni'knaq	A-one-da-see-an-eek nt-loo-go-oa-hun-men nee-kn-ahk
Here we speak Mi'kmaw	TETT MIKMAWI'SULTIMK	Dett me-gum-oo-we-soo-l-dimk
Louder	Kintewo'kwey	Kn-day-oo-oh-goo-'way
Softer	Sankwo'kwey	San-gay-oh-oo-a'way
Like a mouse	Stege apikji'	Stik-gay a'beek-gee
Faster (more quickly)	Teta'qeyi aq weskkayi	Day dah-high-ee uk oo-ee-sk ga-ee
Paul is on the chair	Pemko'pit kutpu'iktuk	Bem -go-bit goo-t-boo-dee-dook



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 patawtiktuk	<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>

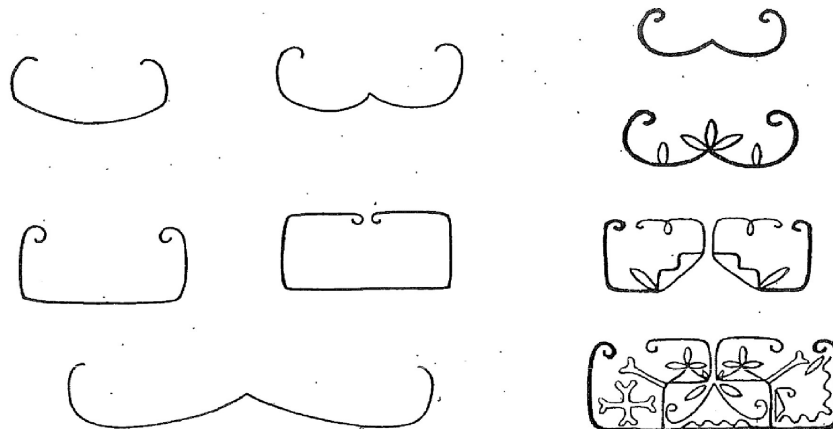
VARIOUS

ENGLISH	MI'KMAW	TRANSLITERATION
The store will be open	Panteyikti'tew maqasun	<i>Bun-da-eek-da-dew ma'ha-sun</i>
The store is open	Panteyik maqasun	<i>Bun-dye-eek 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-eek ma-ha-sun</i>
What time will the store close?	Tale'k kepjo'qeyik maqasun	<i>Dull –eek gep-jo'h –eye-eek 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>



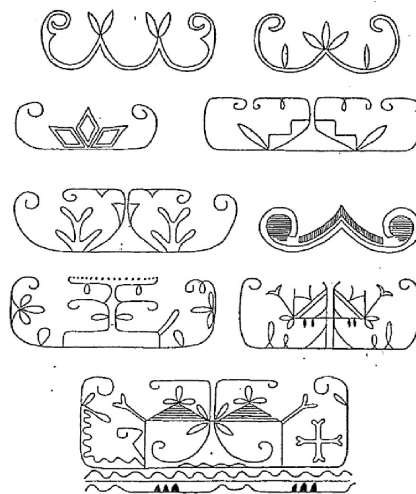
Appendix C – Mi'kmaw Decorative Motifs

DOUBLE-CURVE DESIGNS



Some varieties of the elementary unit.

Double-curve designs graded according to complexity.



Micmac double-curve designs. Heye collection, University of Pennsylvania Museum.



APPENDIX D – MI'KMAW SPIRITUALITY

Mi'kmaq Spirituality (PowerPoint Presentation), from <http://hrsbstaff.ednet.ns.ca/>.

Mi'kmaq Spirituality

The Significance of Rituals

Some Aspects of Mi'kmaq Spirituality

- Feathers
- Sacred Pipe
- Sweet Grass
- Drums
- Sweat Lodge
- Smudging



Feathers

- Feathers are very sacred to the native people
 - The Eagle feather is especially sacred the eagle is the only creature that is said to have touched the face of God
 - The highest honour that can be bestowed on anyone is the presentation of the eagle feather.
 - Presented to someone who has given themselves unselfishly in order to benefit the community.

Significance of the Eagle Feather

- The eagle feather is significant to all First Nations tribes across Canada. The eagle feather is a way of delivering a message to the Creator. It is an honour to receive an eagle feather in recognition of helping one's people. It is believed by the Mi'kmaq people that the eagle is the only living creature to have ever touched the face of the Creator. The Eagle represents the medium through which Native people can identify and appreciate the significance of the Creator's spirit among them.



Sacred Pipe

- Referred to as the “peace pipe”
- Used in Sweat lodge ceremonies.
- The pipe is broken into two pieces, symbolizing a man and a woman. When the two pieces are joined, symbolizing unity it becomes a sacred part of the ceremony.
- Ceremonies teach the native people to have dignity and pride in being Mi’kmaq.

Sweet Grass

- A sacred herb which has the property to bring the positive energies of love.
- A sweet grass ceremony is a cleansing and purification healing process in and of itself.
- Referred to as smudging, the ceremony serves as the opening process for prayer circles, gatherings as well as higher ceremonies



Sweet Grass

- When the sweet grass is burned, a sacred place is created for the spirits to listen and provide energies of love.
- Once the sacred circle has been established the participating people are energetically cleansed as well.

Sweet Grass

- Each person is to fan the sweet grass smoke
 - First to your heart
 - Then your mind
 - Third to the body
 - And last – return to the heart
- The prayer
 - ‘Creator, please cleanse me of my negativity and fill me with the positive energies of love, so that, as I am healed so may I work for the healing of our Mother Earth.’



Drums

<http://www.youtube.ca/watch?v=9YW9j0YHDqg>

- Represents the center of all life – the heart.
- For centuries and centuries, Native people have held on to the belief that the heart and the drum share the same purpose and responsibility – providing life through its beat
- Promotes a oneness concept between man and nature

Sweat Lodge

- A place of spiritual communicating used by all Native Peoples
- Made of willow bushes placed in a particular way and direction – the door always faces the East.
- This ceremony is very humble and starts with Mother Earth.
- Teaches you to have respect for the women in your community and in the world.



Sweat Lodge

<http://www.youtube.ca/watch?v=4zpOMDAHrGg&feature=fvw>

- Teaches
 - Respect, patience, endurance, and to speak your mind freely.
- Accommodates 4-12 people seated around a central dugout where preheated rocks (grandfathers) are put to generate heat and steam inside the lodge for the ceremony.
- Participants are cleansed or spiritually healed.

Smudging

<http://www.youtube.ca/watch?v=AhRWUK1HOCO&feature=related>

- Clipping of dry herbs are burned
- Rub your hands in the smoke and gather the smoke and bring it to your body – rub it on yourself on any area that needs spiritual healing.



Power Animals

- In the Native tradition, man communicated with the creator through interaction with nature
- Many chose or were given symbolic 'Power Animals' whose strength or character reflected the human character traits of the individuals claiming power for that specific animal.

Significance of Tobacco

- Tobacco is used to send a message to ask for the help of the people in your community. It is also used in Mi'kmaq burial ceremonies. By giving a tobacco offering to the spirits, it helps the deceased to get to the spirit world. Tobacco is commonly used in Pipe ceremonies.



APPENDIX E – MI'KMAW SEVEN SACRED GIFTS OF LIFE

Teachings of Elder Murdena Marshall



One of the Teachings of Mi'kmaq Elder Murdena Marshall of Eskasoni First Nation is that of the Seven Sacred Gifts of Life, as understood by the Mi'kmaq people. Elder Murdena, in conjunction with Tom Johnson (Eskasoni Fish and Wildlife) as a graphic designer, developed the visual on the next page which Murdena uses frequently in the numerous presentations for exceedingly diverse audiences that she gives on Mi'kmaq culture, including language and spirituality.

MI'KMAW LANGUAGE

Our language is the key to how our actions will unfold. Each word is much deeper than only taking care of an object. Animacy brings personal connection ... such that actions fit actions (everything is in the picture) and we are always mindful of the First Sacred Gift of Life: **LOVE**

EXAMPLES

- 1) pekajo'tmnej = consider all aspects
... *action is harmonious*
- 2) wulo'tmnej = love some one
... *action is care*
- 3) sespite'tmnej = worry about what you do
... *action is guided*



MI'KMAQ SACRED TEACHINGS

7 Stages of Life with the 7 Gifts

Love of the Creator – Spiritual
Love of a Mother – Physical
Both are Unconditional

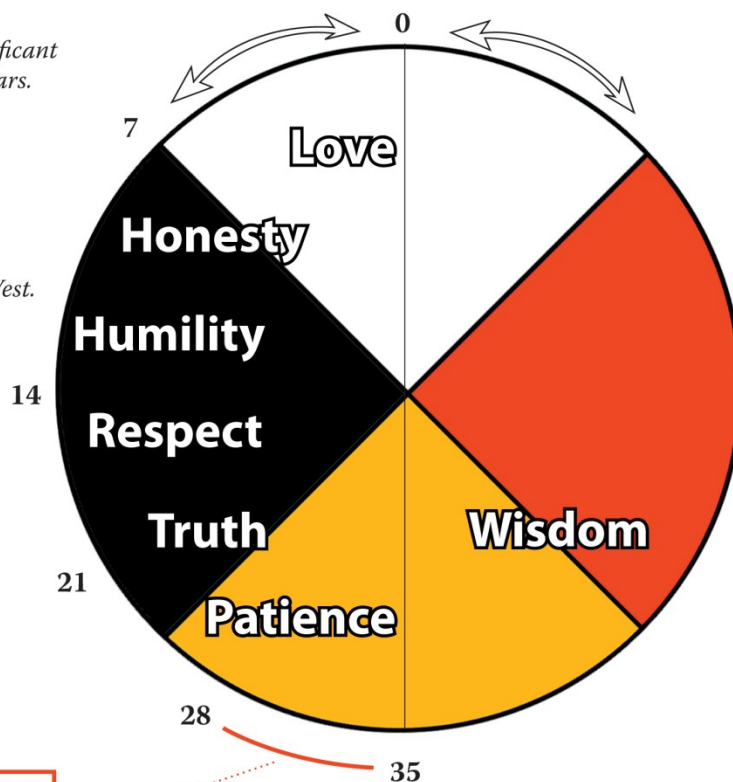
White is the colour reserved for Elders but they share it with children under the age of 7. It is also the colour for the North.

If all of the Gifts are visible in a person, that person is an Elder.

Life makes a significant change every 7 years.

Black is for the West. It represents our spiritual world.

Red is for the colour of the rising sun, and the newness of each day. It is the colour of the East.



Elders say that this is when your spiritual awareness is realized.

Yellow is for the South, where warm breezes come from. It renews life through the cycles.

*The Gifts run in chronological order.

Elders believe that we can go back to age 7. This is the only time that the circle reverses in life. *Apaji-mijua'ji'juen.*

Apaji (preverb) – repeat, go back, again. Mijua'ji'j (root word) – child under 7. uen (inflection) – in the process of, to be, state of being.

By Murdena Marshall
Graphics by Thomas Johnson

