



Mi'kmaw Essentials A1.1

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Office of First Nation
Education

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Brunswick



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- Katrina Clair
- Mary Jane Ward
- Gordon Francis
- Mary Jane Ward
- Patricia Miller

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, where all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

“To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention.

The New Brunswick Global Competencies statements are supported by curriculum outcomes. New Brunswick Global Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

For more information, visit:

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/competencies/NBCompetencies.pdf>

1.3 The Aims of Mi'kmaw Language Program

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

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

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

2. Pedagogical Components

2.1 Pedagogical Guidelines

Assumptions from a Mi'kmaq Perspective

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

Assumptions from a Linguistic Perspective

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

Principles of Effective Language Learning

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

Language Learning and Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the specific culture alone is not sufficient. Cultures change over time. Minority cultures exist within the dominant culture in any society. If learners develop the skills to analyze, understand, and relate to any culture with which they may come into contact, they will be prepared for encounters with new cultural practices.

Focus on Meaning

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

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

Focus on Interaction

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

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

Focus on Language Learning Strategies

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

- These *language-learning strategies* are often categorized as *cognitive*, *metacognitive*, *social*, and *affective*.
- Cognitive: [consciously organizing learning] Examples are previewing texts, making connections to personal experiences, and completing a graphic organizer.

- Metacognitive; [purposefully monitoring thinking] Examples are clarifying purposes for learning; self-questioning; matching thinking, and problem-solving strategies.
- Social/Affective: [learning enhanced through interaction] Examples include asking for clarification when confused, group discussions, and cooperative learning.
- Communication strategies or *language use strategies* are an important component of *communicative competence*. These include strategies used regularly by speakers of any language to enhance communication. They also include repair and compensation strategies, which are particularly important in the early stages of language learning if learners are to engage in communicative activities before they have extensive knowledge of the language.
- Not all learners acquire these strategies on their own. Most will benefit from explicit classroom instruction regarding language learning and language use strategies, when provided alongside instruction on the language itself.
- Once learners are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.
- Students learning by integrating new information or experiences into what they already know and have experienced. For this reason, the content and learning activities should be structured around learners' prior knowledge and experiences.

References:

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

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

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

2.2 Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices.

See Appendix A

2.3 Assessment

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Presentations
- Role plays
- Technology Applications
- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals
- Self and peer assessment
- Career Portfolios
- Projects and Investigations

Formative Assessment

Research indicates that students benefit most when assessment is ongoing and is used in the promotion of learning (Stiggins, 2008). Formative assessment is a teaching and learning process that is frequent and interactive. A key component of formative

assessment is providing ongoing feedback to learners on their understanding and progress. Throughout the process adjustments are made to teaching and learning.

Students should be encouraged to monitor their own progress through goal setting, co-constructing criteria and other self-and peer assessment strategies. As students become more involved in the assessment process, they are more engaged and motivated in their learning.

Summative Assessment

Summative evaluation is used to inform the overall achievement for a reporting period for a course of study. Rubrics are recommended to assist in this process. Sample rubrics templates are referenced in this document, acknowledging teachers may have alternative measures they will apply to evaluate student progress. For further reading in assessment and evaluation, visit the Department of Education and Early Childhood Development's Assessment and Evaluation site [here](#).

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school.

3. Subject Specific Guidelines

3.1 Rationale

Language and culture are inseparable. Therefore, the revitalization, preservation, and maintenance of a language are necessary conditions for the survival of a culture. Language is essential to the understanding of unique Mi'kmaq cultural perspectives. A curriculum that encourages Mi'kmaq language programming through Mi'kmaq perspectives clearly encompasses the wisdom of Mi'kmaq voices. It is the tool that enables learners to explore and experience Aboriginal cultures and the perspectives embedded in the language.

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

Mi'kmaq is a polysynthetic, non-gender-based language which contains cultural values and beliefs different from European languages. Knowledge of Mi'kmaq language is important for Mi'kmaq identity. Students who study their Indigenous language also see benefits in their overall educational achievement and sense of belonging in the school environment.

Mi'kmaq people are working towards strengthening their language because they see the danger of extinction. This loss of language is one of the most critical problems facing the Mi'kmaq today. Since the 1950s, there has been a decline in the number of people who speak Mi'kmaq language. The power of the English language has greatly influenced the diminishment of the language almost to extinction. Mi'kmaq language has undergone changes like any other language, but the major change occurred when formal public education became predominate with English as the primary language of instruction. Mi'kmaq people recognize the need to reclaim and strengthen language—in homes, communities, and in schools.

3.2 Course Description

The Introductory Mi'kmaw language program for New Brunswick middle schools has been designed to deliver a dynamic and challenging curriculum. It has been developed to provide:

- (a) a general understanding of the nature and function of language, which will serve as the basis for the development of Mi'kmaw language skills;
- (b) a foundation of language knowledge and skills in the Mi'kmaw language under study that will enable students to communicate in the Mi'kmaw language; and
- (c) an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

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

3.3 Curriculum Organizers

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

A1.1 Essentials 1

By the end of this course, learners will be able to understand and use simple, everyday statements, instructions and questions, in highly scaffolded contexts. Students will be able to produce simple words and phrases in writing and can complete sentences by copying a very familiar modeled word. Students will demonstrate an understanding of Wabanaki worldviews, cultures, and ways of knowing and being.

Listening	Reading	Spoken Interaction	Spoken Production	Writing
I can understand when I am asked personal questions about myself.	I can read very short, simple texts and identify familiar names, words and basic phrases by (reading/ rereading very slowly).	I can say that I do not understand or that I do not know.	I can name some common clothing items that I would wear.	I can write very simple words and sentences.
I can understand simple questions regarding weather conditions.	I can read very short, simple texts and identify familiar names, words and basic phrases regarding my feelings and my family members' feelings (by reading/rereading very slowly).	I can talk to someone when using simple words: and I can say "yes", "no", "sorry", "please/would it be possible?" and "thank you".	I can name some very common objects such as foods and drinks (e.g., at a restaurant, in a store).	I can write very common words.
I can understand basic greetings and routine phrases.	I can understand simple instructions when they are supported by pictures/models, and if I am familiar with this type of instructions.	"I can politely ask the teacher simple classroom requests (e.g., "May I go to the bathroom?", "May I go get a drink of water?").	I can count out loud numbers from 1-31.	I can write about me and where I live (short simple sentences).
I can understand simple instructions and tasks in the classroom.	I can understand certain expressions and very simple sentences in very simple texts.	I can use basic greetings to say "hello", "I will see you again", "How are you?".	I can give simple information about me (my name, my telephone number, my territory, my age and where I live).	I can fill in a simple form (e.g., my first name, my last name and my birthday).
I can understand the names and simple descriptions of everyday objects around me.			I can say where I live.	

A1.1 Essentials 1				
Jiksitm	Ekiljemk	Etlewistu'timk	Etlewistu	Ewi'kikemk
Kisi-nsittes ta'n te's pipanimimk koqowey ujit ni'n .	Kisi-kittes toqwaqji'jkl klusuaqnn aqq nentess wisunn, klusuaqnn aqq ta'n pepsi-weketasikl klusuaqnn (tl-lukwa's ta'n te's ekiljey kiswa unjaqa il-kitman).	Kisi-tlua's mu nestmu kiswa mu kejitu.	Kisi-wi'ttes ntapsun ta'n kisi-naskites.	Kisi-wi'kites naqamase'kl klusuaqnn aqq mawtekl klusuaqnn.
Kisi-nsittes naqamase'kl pipanimimkewe'l ujit ta'n telikiskik.	Kisi-kittes toqwaqji'jkl klusuaqnn aqq nentess wisunn, klusuaqnn aqq ta'n pepsi-weketasikl klusuaqnn (tl-lukwa's ta'n te's ekiljey kiswa unjaqa il-kitman).	Kisi-klula's wen eweketuann naqamase'kl klusuaqnn aqq kisi-tlua's "e'e", "moqwa", "meske'y", "ke'/kisi?" aqq "wela'lin".	Kisi-wi'ttes mijjipjewey aqq ta'n koqowey esamqwan (stike', ta'n tett etl-mijjimk, aqq makasank).	Kisi-wi'kites naqamase'kl pepsi-weketasikl klusuaqnn.
Kisi-nsittes ta'n ne'kaw eweketasikl etlewistu'timk.	Kisi-nsittes naqamase'kl ta'n pualimk tla'teken ta'n te's wiaqi-weketasik napui'kasikl/kiskattekl, aqq l'miaq nenman ta'n pualimk tla'teken.	Menaqa kisi-pipanima's nuji-kina'muet naqamase'kl klusuaqnn ta'n eweketasikl nuji-kina'matimkewo'kuomk (stike', "Kisi-naji-aqua's sites?", "Kisi-naji-samqwa's samqwan?").	Kisi-kintew-kittes mawkiljemkewe'l weja'tekemk ne'wt we'kaw nesiska'q je ne'wt.	Kisi-wi'kika's ujit ni'n aqq ta'n tett tleyawi (toqwaqji'jkl naqamase'kl mawtekl klusuaqnn).
Kisi-nsittes ta'n te's koqowey pipanimimk tl-lukwen kina'matimkewo'kuomk.	Kisi-nsittes etekl klusuaqnn aqq naqamase'kl ewi'kasikl ta'n kisi-kittes.	Kisi-wekettes naqamase'kl klusuaqnn stike' "Kwe", "App nmu'ltes.", "Me' tale'yn?".	Kisi-tlimultes na't koqowey ujit ni'n (ta'n teluisi, maqtaqte'mamkewey mawkiljemkewe'l, kmitkinu ta'n tleyawi, ta'n tewje'y aqq ta'n tett wiki).	Kisi-wju'wi'ka's naqamaspit waju'wi'kikemkewey wi'katiknji'j (stike', ikantukewey ntuisunm, uttejkewey ntuisunm aqq ta'n tele'k ajipuna'y).
Kisi-nsittes ta'n teluisikl aqq naqamase'kl wesku'tasikl koqowe'l kiwto'qiw elakwekl eym.			Kisi-tlua's ta'n tett wiki.	

A1.1 Mi'kmaw Essentials

Core Strand: Speaking and Listening

GCO 1: Students will speak and listen effectively in a variety of contexts and for a variety of purposes.

1.1 Use and demonstrate understanding of simple, everyday expressions, directions, instructions and questions.

1.2 Use and demonstrate recognition of simple statements and questions about immediate concrete surroundings.

Core Strand: Reading and Viewing

GCO 2: Students will develop strategies to understand and respond to a range of texts and other media.

2.1 Demonstrate literacy skills in Mi'kmaw.

2.2 Demonstrate understanding of very familiar word and phrases.

Core Strand: Writing and Representing

GCO 3: Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.

3.1 Produce simple words and phrases on very familiar topics using a model.

Core strand: Mi'kmaq Knowledge and Identity

GCO 4: Students will express their understanding that history, culture, traditions, values, and worldview is rooted in their language.

4.1 Apply Mi'kmaq protocol and respectful behavior in class, in school and in the community.

4.2 Organize and participate in Mi'kmaq and Wabanaki cultural activities.

Core Strand: Strategies for Using Mi'kmaw Outside of the Classroom

GCO 5: Students will develop a variety of strategies for using Mi'kmaw in their daily lives.

5.1 Use and promote the use of Mi'kmaw to communicate outside of the classroom.

3.4 Professional Learning and Support for Teachers

A variety of resources exist for teachers to draw upon to support their own language journey, as well as to help develop engaging activities for students. Educators are encouraged to use the activities in each of the Outcome Boxes in this document as well as the resources listed below.

Office of First Nation Education One Site: Wabanaki Languages [Office of First Nation Education - Wabanaki Languages \(nbed.nb.ca\)](https://nbed.nb.ca)

New Brunswick Virtual Learning Centre online Mi'kmaq and Wolastoqey First Nation language teachers may enroll in Mi'kmaw and Wolastoqey online community courses to help build their own fluency. While the main course is self directed, teachers can also contact the online language teacher for further support. [New Brunswick Virtual Learning Centre \(NBVLC\) \(gnb.ca\)](https://gnb.ca)

World of Wisdom: Language Keepers Educators can also access support for both Mi'kmaw and Wolastoqey languages through the World of Wisdom Platform. <https://world-of-wisdom.ca/portfolio/traditional-language-support/>

Educators are also encouraged to use the following two documents when teaching this course.

Mi'kmaq Introductory 110

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/WabanakiLanguages/MikmaqIntroductory.pdf>

FNEII Curriculum Appendix A (beginning on Page 171) contains a helpful pronunciation guide

<https://collabe.nbed.nb.ca/sites/OFNEPL/SiteAssets/SitePages/Wabanaki%20Languages/Mi%27kmaw%20Language%20and%20Culture%20Curriculum%20Document%20Grades%204%20-%206.pdf>

Mikmawei Teachers Learning Guide Includes a comprehensive series of lesson plans teachers may wish to use including extensive vocabulary lists. Lessons are available at the novice, basic and intermediate level.

Mi'kmaq Online Talking Dictionary <https://jilaptoq.ca/en/index.html>

Mi'kmaq Language Online Videos <http://www.fnhelp.com/>

Native Council of PEI Drumming & Language Resource Manual Includes pronunciation help, a bilingual list of numbers, colours, basic phrases, vocabulary, a prayer, a song, and more useful content for educators. https://ncpei.com/wp-content/uploads/2020/09/ALI-2019-Mikmaq-Language-Resource-Booklet_0.pdf

4. Curriculum Outcomes

Speaking and Listening	
GCO 1:	Students will speak and listen effectively in a variety of contexts and for a variety of purposes.
SCO 1.1	Use and demonstrate understanding of simple, everyday expressions, directions, instructions and questions.
Concepts and Content (including but not limited to:)	I Can Statements (including but not limited to:)
<ul style="list-style-type: none"> • Understanding and answering personal questions • Basic greetings, farewells, and routine phrases • Names and descriptions of everyday objects • Listening and speaking with respect • Simple instructions and tasks in the classroom 	<p>Listening</p> <ul style="list-style-type: none"> • I can understand when I am asked personal questions about myself. • I can understand basic greetings and routine phrases. • I can understand simple instructions and tasks in the classroom. <p>Spoken Production</p> <ul style="list-style-type: none"> • I can give simple information about me (my name, my telephone number, my territory, my age and where I live). <p>Spoken Interaction</p> <ul style="list-style-type: none"> • I can say that I do not understand or that I do not know. • I can talk to someone using simple words: and I can say “yes”, “no”, “sorry”, “please/would it be possible?” and “thank you”. • I can politely ask the teacher simple classroom requests (e.g., “May I go get a drink of water?” • I can use basic greetings to say “Hello”, “I will see you again”, “How are you?”

Suggested Learning and Teaching Strategies

- Greet students at the beginning of each lesson using Mi'kmaw language (this is also a valuable practice outside of the language classroom). After a few days, have students practice returning the greeting to you. Try greeting each student individually and welcoming them to the class recognizing that not all learners will be able to respond yet.
- Use flashcards or posters with common expressions or classroom vocabulary. For vocabulary and expressions refer to Mi'kmaq Introductory 110 curriculum Module 1.

Resources

Video

Say it First Children's Books

<https://www.sayitfirst.ca/projects/children-books>

Includes a variety of Mi'kmaq language books students can listen to. Several of these include routine greetings. See *The Gudge* in Mi'kmaw for example:

<https://youtu.be/kBDj7vMrm9o>

Website:

Mi'kmaq Online Talking Dictionary:

[Mi'gmaq Mi'kmaq Micmac Online Talking Dictionary - Home page \(mikmaqonline.org\)](http://mikmaqonline.org)

A useful talking dictionary with pronunciation guides, stories, songs, and words listed by category.

Wolastoqiyik & Mi'kmaq Culture Studies - Mi'kmaq language lessons

[Mi'kmaq Language Lesson — Wabanaki Collection](#)

Elder George Paul using a series of greetings in Mi'kmaw.

Learn Mi'qmaq Online

[Learn Mi'gmaq](#) -Online lessons with audio clips.

First Nations Help Desk –

Document:

[Mi'kmaq Introductory](#)

Module 1 Greetings p.17- 23

Greetings and practice conversations can be found on pages 17- 20.

[Mi'kmaw Language and Culture Curriculum Document 4-6 \(FNEII\)](#)

See **Appendix B- Lexicon and Useful Phrases**, Greetings and Farewells on page 177.

Appendix B also contains helpful word lists for everyday vocabulary. For example, see "Various" beginning on page 182.

Appendix C- Games and other Activities (pp. 188- 195) a series of games and activities which can be used to support the lessons.

SCO 1.2	Use and demonstrate recognition of simple statements and questions about immediate concrete surrounding.	
Concepts and Content (including but not limited to):	I Can Statements (including but not limited to):	
<ul style="list-style-type: none"> • Numbers 1-10 (1. Ne'wt, 2. Ta'pu, 3. Si'st, 4. Ne'w, 5. Na'n, 6. Asukom, 7. Luiknek, 8. Ukumuljin, 9. Pesqunatek, 10. Newtiska'q) • Counting animate numbers to 10 newte'jit (one), tapusijik (two) ne'sijik (three) newijik (four) nanijik (five) asukom-te'sijik (six) lluiknek-te'sijik (seven) ukumuljin-te'sijik (eight) peskunatek-te'sijik (nine) newtiska'q-te'sijik (ten) • Common objects (food, clothing, and drinks) and activities (eating and shopping). • Weather conditions • Around my house • Around my school 	<p>Listening</p> <ul style="list-style-type: none"> • I can understand simple questions regarding weather conditions. • I can understand the names and simple descriptions of everyday objects around me. <p>Spoken Production</p> <ul style="list-style-type: none"> • I can name some very common objects such as food and drinks (e.g., at a restaurant, in a store). • I can name some common clothing items that I would wear. • I can count out loud numbers from 1 to 10. 	

Suggested Learning and Teaching Strategies:

- Try using numbers 1-10 in natural contexts. For example, tell students some information about yourself to see if they can identify the number.
- Take it outside! If possible, look for opportunities to learn on the land, listen to Elder stories of the land, or show a video of activities like fiddleheading, hunting, canoeing, and other activities to show vocabulary in context.

Video:

Website:

[Learn Mi'gmaq: Counting to 10](#)

[L'nui First Nation Help Desk](#)

[Mi'gmaq Books - Listuguj Mi'gmaq Development Centre \(lmdc.ca\)](#)

Document:

[Mi'kmaq Introductory](#)

Module 2 People and Kinship p. 28-37

Page 31 includes a list of animate numbers for counting.

Module 4: Likes and Dislikes (Colours, Food and Popular Activities) p.44-53

[Mi'kmaw Language and Culture Curriculum Document 4–6 \(FNEII\)](#)

Appendix B: Numbers Pg. 180–181.

Reading and Viewing	
GCO 2	Students will develop strategies to understand and respond to a range of texts and other media.
SCO 2.1	Understand the meaning of basic written vocabulary using visuals.
Concepts and Content (including but not limited to):	I Can Statements (including but not limited to):
<ul style="list-style-type: none"> • Using pictograms, posters, or other images to decode meaning • Reading very short, simple texts • Familiar words or names written in a Mi'kmaw orthography • Using decoding strategies to read simple words and texts on familiar topics 	<p>Reading and viewing:</p> <ul style="list-style-type: none"> • I can read very short, simple texts and identify familiar names, words and basic phrases by reading/rereading very slowly. • I can read very short, simple texts and identify familiar names, words and basic phrases regarding my feelings and my family members' feelings by reading/ rereading very slowly.

Suggested Learning and Teaching Strategies

- Introduce “ta'n telitpiemk” – “feelings” with the use of flash cards and facial expressions. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat words and individual sentences. If available, allow students to record and listen to their pronunciation. (Refer to page 39 in [Mi'kmaq Introductory](#) curriculum.)
- Use flashcards, pictograms, illustrations, posters, or emojis (without English or French words) to convey emotions. Some examples could include *welta'si* (*I'm happy*), *kispney* (*I'm tired*), etc. See page 39 in [Mi'kmaq Introductory](#) for more examples.

Video:

Website:

Educational Resources Hub (requires login through school network)

[Elder Picture Books \(nbed.nb.ca\)](http://nbed.nb.ca)

Documents:

[Mi'kmaq Introductory](#)

Module 3: 38-41

Includes a series of words and expressions related to feelings

Books:

Books written in Mi'kmaw are often available from the Office of First Nation Education, or from your First Nation Subject Coordinator in your school district.

Serena's books – Trilingual

[Mi'gmaq Books - Listuguj Mi'gmaq Development Centre \(lmdc.ca\)](#)

SCO 2.2	Understand the meaning conveyed by pictograms and other visuals.	
Concepts and Content (including but not limited to):	I Can Statements (including but not limited to):	
<ul style="list-style-type: none"> • Reading everyday relevant vocabulary (foods, animals, colours, etc.) • Simple everyday instructions supported by visuals 	Reading <ul style="list-style-type: none"> • I can understand simple instructions when they are supported by pictures/models, and if I am familiar with this type of instruction. • I can understand certain expressions and very simple sentences in very simple texts. 	
Suggested Learning and Teaching Strategies: <ul style="list-style-type: none"> • Use cartoon strips with no writing (or with speech bubbles “brushed out”) or illustrations with no words for this activity. Cut out the illustrations and mix them up, or take a series of illustrations and do the same. Have students put the storyline back together using only the pictures (from FNEII p. 96). • Have students develop their own cartoon or story using images without text. Students can add key words into their stories. • Produce flashcards or other visuals of common, everyday words such as classroom instructions, foods, colours, animals, or other vocabulary relevant to student’s everyday lives to begin introducing Mi’kmaw text (in the orthography of your community). 		
Video: Childrens' Books Projects (sayitfirst.ca)	Website: Learning Mi'kmaq One Picture at a Time — Wabanaki Collection (Requires Facebook membership)	Document: Teachers can find word lists from Mi'kmaq Introductory

Writing and Representing		
GCO 3	Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.	
SCO 3.1	Students will produce simple words and phrases on very familiar topics using a model.	
Concepts and Content (including but not limited to):		I Can Statements (including but not limited to):
<ul style="list-style-type: none"> • Writing simple words and phrases • High frequency vocabulary • Writing simple sentences about myself and where I live • Completing a simple form 		<p>Writing and Representing</p> <ul style="list-style-type: none"> • I can write very simple words and sentences. • I can write very common words. • I can write about me and where I live (short simple sentences). • I can fill in a simple form (e.g., my first name, my last name, and my birthday).
Suggested Learning and Teaching Strategies:		
<ul style="list-style-type: none"> • Have students create a writing portfolio. At the A1.1 level, students will be primarily focusing on a few, high frequency words but by the time they are at a B1 level, they may be ready to write longer paragraphs in their portfolios. Portfolios can be digital or even just a notebook. • Provide students with a short text in Mi'kmaw missing several words. Have students fill in the missing word (provide a small bank of words for them to choose from). • Write several words on the board for students to copy into their portfolio. Practice reading the words with them and focus on pronunciation as well as writing. 		
Video:	Website:	Document:
	<p>CBC News: Woman makes Mi'kmaw alphabet book to help pass on language</p>	<p>Mi'kmaq Introductory Module 2 People and Kinship p. 28-37 (Teachers may wish to have students write a little about their families and kinship using some of the vocabulary from Module 2.)</p> <p>Mi'kmaw Language and Culture Curriculum Document 4-6 (FNEII)</p> <p>Lexicon and Useful Phrases in Mi'kmaw p. 177-187</p>

Mi'kmaw Knowledge and Identity		
GCO 4	Students will express their understanding that history, culture, traditions, values, and worldview is rooted in their language.	
SCO 4.1	Apply Mi'kmaq protocol and respectful behavior in class, in school, and in the community.	
Concepts and Content (including but not limited to):		I Can Statements (including but not limited to):
<ul style="list-style-type: none"> • Demonstrating understanding of proper Mi'kmaq protocol • Respectful listening and speaking behaviors • Showing respect to peers, family, teachers, Elders, storytellers, and others • Demonstrating the importance of using Mi'kmaw language 		<ul style="list-style-type: none"> • I can apply Mi'kmaq protocol and respectful behaviors. • I can listen and speak respectfully. • I can show respect to my peers, family, teachers, Elders, and storytellers.
Suggested Learning and Teaching Strategies:		
<ul style="list-style-type: none"> • When greeting and saying farewell to students at the beginning and end of a lesson, model appropriate listening behavior expected of them. • Have students participate in talking circles and demonstrate appropriate protocol throughout. 		
Video:	Website:	Document:
	CBC News: Why this treaty educator says every Nova Scotian should learn the Mi'kmaw language	

SCO 4.2	Organize and participate in Mi'kmaw and Wabanaki cultural activities.	
Concepts and Content (including but not limited to):	I Can Statements (including but not limited to):	
<ul style="list-style-type: none"> • Organization and participation in traditional Mi'kmaw activities (in the school and outside) • Observing Mi'kmaw and other Wabanaki special days, holidays, and observances • Heritage fairs–language 	<ul style="list-style-type: none"> • I can help organize and participate in Mi'kmaw traditional activities. 	
Suggested Learning and Teaching Strategies:		
<ul style="list-style-type: none"> • Encourage, as much as possible, students to participate in activities (in person and virtual) Mi'kmaw cultural activities and events and use Mi'kmaw language throughout. • Encourage students to organize or host an event celebrating their culture and language. 		
Video: Video of student lead Powwow at Fredericton High School: https://www.cbc.ca/player/play/1668820547728/	Website: For an example of a student lead Powwow, see the following site: https://www.cbc.ca/news/canada/new-brunswick/fredericton-high-school-students-organize-schools-first-powwow-1.5421224.	Document:

Strategies for Using Mi'kmaw Outside of the Classroom		
GCO 5	Students will use a variety of strategies for using Mi'kmaw outside of the classroom.	
SCO 5.1	Use and promote the use of Mi'kmaw language to communicate outside of the classroom.	
Concepts and Content (including but not limited to):		I Can Statements (including but not limited to):
<ul style="list-style-type: none"> • Using Mi'kmaw in the community and in daily life • Using Mi'kmaw inside the classroom, and throughout the whole school environment • Working with peers and friends in Mi'kmaw language • Risk-taking in language learning (supporting mistakes) • Developing positive learning attitudes 		<ul style="list-style-type: none"> • I can speak Mi'kmaw in my daily life. • I can work with my peers using the Mi'kmaw language. • I can ask for help or repetitions when I don't understand.
Suggested Learning and Teaching Strategies		
<ul style="list-style-type: none"> • Encourage students to participate in events where they can practice their language as much as possible. • Provide students with authentic opportunities to speak their language outside of the classroom by organizing field trips or other activities outside of the classroom (to the extent possible in your school). • Encourage students to speak Mi'kmaw at home, with their families, and with their friends. • Ask students to create recordings, cell films, posters, or artwork showcasing Mi'kmaw language and culture for the whole school. • Students can have the opportunity to teach other students (including non-Mi'kmaq students) about their culture and language. 		
Video:	Website:	Document:

5. Bibliography

Mi'kmaw Language and Culture Curriculum Guide K4-Grade 3 (FNEII)

<https://collabe.nbed.nb.ca/sites/OFNEPL/SiteAssets/SitePages/Wabanaki%20Languages/Mi%27kmaw%20Language%20and%20Culture%20Curriculum%20Document%20Grades%20K4%20-%203.pdf>

Mi'kmaw Language and Culture Curriculum Guide Grades 4-6 (FNEII)

<https://collabe.nbed.nb.ca/sites/OFNEPL/SiteAssets/SitePages/Wabanaki%20Languages/Mi%27kmaw%20Language%20and%20Culture%20Curriculum%20Document%20Grades%204%20-%206.pdf>

Mi'kmaw Introductory 110

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/WabanakiLanguages/MikmaqIntroductory.pdf>

6. Appendices

Appendix A: Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of assistive technology that could be used to enhance/facilitate this lesson?		Example in your subject area
Are there materials which can appropriately challenge readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot access this learning (PLP background) and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other choices that can be provided in this learning opportunity?	Differentiation models (RAFTs...)	
Is there another/a variety of media available? Only paper-based? Can it be listening? Can I add a visual component?		
Can movement be involved?	Quantum techniques	

Grouping and regrouping?	Cooperative learning; team games; and tournaments	
Teacher versus non teacher centered? Instructional design strategies –...	web based lesson... project-based, student research based	
Contracts?		
Opportunities for students to propose variations to the assignments/projects?	Tic Tac Toe	
Use of art /music / technology ?	Songs, Videos, URL, YouTube ...	
Can I use drama ?...Art....	use of improvisation; Skits; readers theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? Enrichment	Triad Model	
Does the language level need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information... SIOP techniques for EL learners; use of alternate texts...	
Is there an independent or collaborative activity-project that would be better meet the		

needs of one or more students?		
Are there any experts that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more relevant ?	Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a hands-on experience that we could do to launch this lesson or this learning?		