Introductory Wolastoqey Latuwewakon 110

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The Nova Scotia Department of Education for the use of the Foundation of Mi'kmaw / Miigmao Language Curriculum. Available on line at:
http://www.ednet.ns.ca/files/curriculum/foundation-for-mikmaq-miigmao-language-curriculum.pdf

Common European Framework Of Reference For Languages: Learning, Teaching, Assessment. Available on line at:
http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf

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Introduction

Background

Wolastoqewiyik see the danger of extinction of their language as one of the most critical problems facing them today. Since the 1950s, there has been a decline in the number of people who speak Wolastoqey Latuwewakon. The power of the English language has greatly influenced the diminishment of the language almost to extinction. Wolastoqey Latuwewakon 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. Wolastoqewiyik recognizes the need to reclaim and strengthen its language – in homes, communities, and in schools.

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

A curriculum that encourages Wolastoqey Latuwewakon programming through Wolastoqey perspectives clearly encompasses the wisdom of Wolastoqey 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. Wolastoqewiyik are concerned that their language and culture are being lost. Many of the younger generation can no longer speak or understand their ancestral language. The establishment of Wolastoqey Latuwewakon programs in New Brunswick high schools is therefore an important step towards reclaiming and revitalizing Wolastoqey Latuwewakon and culture.

The Introductory Wolastoqey Latuwewakon program for New Brunswick high 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 Wolastoqey Latuwewakon skills; (b) a foundation of language knowledge and skills in the Wolastoqey Latuwewakon under study that will enable students to communicate in the Wolastoqey Latuwewakon; and (c) an understanding and appreciation of the Wolastoqey Latuwewakon as an expression of a distinctive culture.

The ultimate goal of the Wolastoqey Latuwewakon program is to inspire Wolastoqi 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.

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

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

Purpose

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

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

This document sets out the minimum expectations that students enrolled in Wolastoqey Latuwewakon programs are required to achieve in an introductory course. It also provides a developmental list of language elements. The language elements are introduced according to the appropriate progression of learning Wolastoqey Latuwewakon, thus permitting a steady growth of knowledge and skills.

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

The New Brunswick Wolastoqey Latuwewakon Introductory Level curriculum document is also intended to support administrators who are responsible for organizing the implementation of Wolastoqey Latuwewakon programming within their schools.

The Aims of Wolastoqey Latuwewakon Program

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

The program is not designed to make students fully bilingual; rather, the program offers students the opportunity to develop a basic command of Wolastoqey Latuwewakon that can be expanded through further study or through contact with other speakers of the language. The program allows students to develop their language skills and improve their use of language through study, practice, and communication.

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

Wolastoqey Latuwewakon in New Brunswick

This document supports the teaching and learning strategies and necessary resources to offer an *Introductory level* high school course in Wolastoqey Latuwewakon. The outcomes are developed with support of the Common European Framework Of Reference For Languages: Learning, Teaching, Assessment.

Wolastoqey Latuwewakon Programming

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

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

There are also personal reasons for learning Wolastoqey Latuwewakon or for parents enrolling their children in Wolastoqey Latuwewakon programming at school or in the community.

Wolastoqi learners may be interested in opportunities to
- seek balance in their lives based on their personal needs, cultural experiences, and cultural knowledge and understanding
- benefit from a broader range of educational, career, and personal development
- revitalize, preserve, and maintain contact with a First Nation language and culture
- communicate directly with Wolastoqi speakers in the home and in the community and to gain deeper insight into the Wolastoqey culture

Ultimately, Wolastoqey Latuwewakon programming would address the language depletion and/or loss experienced by many Wolastoqewiyik.

Assumptions

The following assumptions are based on a Wolastoqey perspective and linguistic perspective that guided the development of this curriculum document. (Manitoba Framework)

Assumptions from a Wolastoqey Perspective

- Language is a gift from the Creator.
- Wolastoqey Latuwewakon is an oral language that is continually evolving.
- Wolastoqey Latuwewakon is increasingly being learned and taught through reading and writing, whereas in the past, it was passed on predominantly through oral tradition.
- Wolastoqey Latuwewakon encompasses and reflects a way of life.
- Wolastoqey Latuwewakon is an important part of Canada's heritage, particularly in New Brunswick.
- Elders are the keepers of knowledge, and it is their guidance that Wolastoqewiyik
- 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 Wolastoqey cultural perspectives.
- Wolastoqey Latuwewakon can be learned.
- All learners can be successful learners of Wolastoqey Latuwewakon, although they will learn in a variety of ways and acquire competence at varied rates.
- Literacy is an important aspect of Wolastoqey Latuwewakon learning.

Assumptions from a Linguistic Perspective

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

Principles of Effective Language Learning

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

Language Learning and Culture

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

Focus on Meaning

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

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

Focus on Interaction

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

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

Focus on Language Learning Strategies

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

- These *language-learning strategies* are often categorized as *cognitive*, *metacognitive*, *social*, and *affective.*

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

Building on Prior Knowledge

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

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

Transferring Knowledge of a Language

In addition to having knowledge about content, learners will come to their Wolastoqey Latuwewakon class with a large body of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages they know or are learning to the new language. Initially, their first language may also be a source of interference, as learners try to apply generalizations that are valid for their dominant language to the new language. Learners benefit from an awareness of differences as well as similarities in

relation to any component of the language: the sound system, grammar structures, vocabulary, and discourse. They may also transfer language learning and language use strategies from one language context to another.

References:

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

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

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

Curriculum Outcomes

Definitions:

Essential Graduation Competencies for Wolastoqey Latuwewakon

The Competencies provide the framework for curriculum outcomes. Curriculum outcomes articulate what students are expected to know, value and be able to do. General curriculum outcomes link subject areas to the competencies and provide an overview of the expectations of student performance. Specific curriculum outcomes set out what is expected of students by the end of each module.

General Curriculum Outcomes

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

Specific Curriculum Outcomes

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

Curriculum Outcomes for Wolastoqey Latuwewakon

General Curriculum Outcomes

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

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

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

responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

In the teaching and learning of Wolastoqey Latuwewakon, a strong focus is placed on listening and speaking to validate and honour *oral tradition* and *keepers of knowledge.* Viewing and representing validate Wolastoqi learning preferences of observation and application. Reading and writing are more contemporary approaches to preserving, maintaining, and revitalizing Aboriginal languages.

UNDERSTANDING

GCO 1.0: Listening
I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.

GCO 2.0: Reading
I can understand familiar names, words and very simple sentences for example on notices and posters.

SPEAKING

GCO 3.0: Spoken Interaction
I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say.

GCO 4.0: Spoken Production
I can use simple phrases and sentences to describe where I live, people I know, and my likes and dislikes.

GCO 5.0: Writing
I can write short, simple messages, for example holiday greetings, children's stories, or posters.

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

Instructional Environment

Organizing for Instruction

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

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

Technology in Instruction

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

Technology also provides access to reference materials. Websites are a source of current authentic information for teachers and students. The teacher can access relevant sites and arrange for students to have online virtual visits. For example,

students may tour websites of other schools, make virtual cultural visits to sites such as museums and visit theme-related areas around the world.

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

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

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

Planning of the Program

The Mi'kmaq and Wolastoqey Latuwewakon curriculum emphasizes the development of language skills through oral communication, particularly in the initial stage. In the initial stage of the "Introductory level", teachers should plan their programs so that classroom instruction focuses on listening and speaking skills. In the next phase, all four language skills will be developed, and an increasing amount of time will be spent on reading and writing. Oral communication, however, should remain an important focus through all stages. Learning activities must include an appropriate balance of the skills of oral communication, reading, and writing in each stage, and the evaluation of student achievement must reflect the emphasis in the curriculum on the development of oral communication skills.

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

Because of its focus on oral communication, the Mi'kmaq and Wolastoqey Latuwewakon program may be delivered most successfully through the use of the communicative method of language teaching, which aims to teach language in a way that allows learners to use it in everyday life. This approach focuses on the communicative aspect of language and emphasizes the use of language in the classroom in relevant contexts and for relevant purposes. The Mi'kmaq and Wolastoqey Latuwewakon should therefore be the language of communication in the language class. Normal interaction in the classroom will provide students with natural opportunities to speak in Wolastoqey Latuwewakon and to hear the language spoken. It

will also give them opportunities to use the vocabulary and language structures they are taught in a variety of purposeful contexts, and to apply what they have learned in order to express what they want to say.

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

Universal Design for Learning

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

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

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

First Nation Language Programs for Exceptional Students

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

Assistive Technology

Assistive technology for learning (ATL) refers to the devices, media and services used by students with physical, cognitive, sensory, speech, learning or behavioural disabilities that allow them to actively engage in improving or maintaining their ability to meet learning outcomes. ATL assists students in performing functions that would otherwise be difficult or impossible to accomplish independently. ATL requires ongoing collaboration in planning, implementing and monitoring. It is intended to assist rather than replace instruction.

There are many tools available to educators to support the diverse learning needs of students. Included in the appendix section of this document are suggested tools that may assist learning for a variety of needs. Educators are encouraged to collaborate with the Student Support Services team in their school to determine suitable supports, in addition to assistive technology, for promoting optimal learning experiences for their students. For suggested assistive technology, refer to the appendices section. See the Assistive Technology section of the Portal for more information
 (https://portal.nbed.nb.ca/tr/ss/assistt/Pages/default.aspx).

Online Course

An online version of the Introductory Wolastoqey Latuwewakon course is available to teachers and students through the New Brunswick Virtual High School website (https://nbvhs.nbed.nb.ca) (will be available as of September, 2015). This course will contain a variety of regularly updated learning resources classroom teachers may find useful in teaching the course. The course is maintained and updated regularly by an online teacher.

Students can enrol in the online course, taught by an online teacher, or can be enrolled face to face (F2F), taught by an onsite classroom teacher.

Teachers can access the online course, and its resources, in two ways:
1. Face to face – the teacher and students are enrolled in a localized version of the online course. The teacher is responsible for teaching and assessing students.
2. PD access – teachers are able to view the online course and use or modify its resources (activities, assessments, etc.) to meet their needs.

Assessing and Evaluating Student Learning

Assessment and Evaluation

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

In Wolastoqey Latuwewakon program, assessment and evaluation practices should be based on the following considerations:

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

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

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

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

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

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

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

Achievement Levels

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

The chart provides a brief description of some examples of the achievement at level A1. Teachers must ensure that students acquire the A1 Level of competency in order to successfully complete this introductory course.

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

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

	General Curriculum Outcome	Level A1
Understanding	**1.0 Listening**	I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.
Understanding	**GCO 2: Reading**	I can understand familiar names, words and very simple sentences for example on notices and posters
Speaking	**GCO 3: Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say.
Speaking	**GCO 4: Spoken Production**	I can use simple phrases and sentences to describe where I live, people I know, and my likes and dislikes.
Writing	**GCO 5: Writing**	I can write short, simple messages, for example holiday greetings, children's stories, or posters.

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

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

Module 1: Greetings

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:
- Have an interactive conversation using the seven questions and seven statements appropriately with recognizable pronunciation.
- Write a dialogue using five statements and four questions appropriately.

Required content:

Questions:		
1	Keq kil ktoliwis?	What is your name?
2	Tan kahk olu kil?	How are you?
3	Kil-lu tan?	And yourself?
4	Tama kil 'kuceyaw?	Where are you from?
5	Tama kil kwik?	Where do you live?
6	Tama 'kuci-peci?	Where did you come from?
7	Tama ktoli?	Where are you going?

Statements:		
1	'Qey.	Hello.
2	Ntoliwis nil _____.	My name is _____.
3	Mec-ote pesqon.	I'm still the same.
4	Nuceyaw nil _____.	I am from _____.
5	Nwik nil _____.	I live at _____.(address)
6	_____ nuci-peci.	I came from _____.
7	Ntoli _____.	I am going to _____.

Use any of the five terms (a, b, c, d or e) below to respond to questions 6 and 7.
(a) nemaht or nikok – at/to my house
(b) ihtolikehkitimok – at/to the school
(c) malsanikuwamok – at/to the store
(d) ihtoli-tkahsomultimok – at/to the swimming pool
(e) utenek – at/to town/city

Supplementary

Wolastoqew nil. – I am a Maliseet person.
Woliwon. – Thank-you.

GCO 1.0 Listening – Suggested Activities

Teacher will model by sharing basic greetings and include information about self to students. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

(A) Use directions above.

1.	'Qey.	Hello.
2.	Ntoliwis nil _____.	My name is _____.
3.	Nuceyaw nil _____.	I am from _____.
4.	Nwik nil _____.	I live at _____. (address)
5.	Wolastoqew nil.	I am a Maliseet person.
6.	Woliwon.	Thank-you.

Teacher will share orally a variety of basic social interaction patterns. (E.g. greetings, responses, questions) in guided situations.

(B) Use directions above.
This greeting exchange is between friends who have not seen each other for some time as demonstrated by line 4 and 5 through the use of the greeting phrase, "Eci-pehqinaqsiyin".

1	Student 1	'Qey, tan kahk olu kil?	Hello, how are you?
2	Student 2	Mec-ote pesqon. Kil-lu tan?	I'm still the same, and yourself?
3	Student 1	Nil-ona mec.	I'm also the same.
4	Student 1	Eci-pehqinaqsiyin.	Nice to see you again.
5	Student 2	Kil-ona, eci-pehqinaqsiyin.	You too, it's also nice seeing you again.
6	Student 1	Tama 'kuci-peci?	Where did you come from?
7	Student 2	_____ nuci-peci.	I came from _____.
8	Student 1	Tama ktoli?	Where are you going?
9	Student 2	Ntoli _____.	I am going to _____.
10	Student 1	Apc-oc knomiyul.	I will see you again.
11	Student 2	Aha, apc-oc knomiyul.	Yes, I'll see you again.

Use any of the five terms (a, b, c, d or e) below to respond to line numbers 7 and 9 above.
a) nemaht or nikok – at/to my house
(b) ihtolikehkitimok – at/to the school
(c) malsanikuwamok – at/to the store
(d) ihtoli-tkahsomultimok – at/to the swimming pool
(e) utenek – at/to town/city

Teacher will share orally a variety of basic social interaction patterns (E.g. greetings, responses, questions) in guided situations.

(C) Use directions above.
This greeting exchange is between two persons meeting for the first time.

1	Student 1	'Qey, ntoliwis nil _____.	Hello, my name is_____.
2	Student 1	Keq kil ktoliwis?	What is your name?
3	Student 2	'Qey, ntoliwis nil _____.	Hello, my name is _____.
4	Student 1	Nuceyaw nil _____.	I am from _____.
5	Student 1	Tama kil 'kuceyaw?	Where are you from?
6	Student 2	Nuceyaw nil _____.	I am from _____.
7	Student 1	Nwik nil _____.	I live at _____ (address)
8	Student 1	Tama kil kwik?	Where do you live?
9	Student 2	Nwik nil _____.	I live at _____ (address)
10	Student 1	Wolastoqew nil, kil-olu tan?	I am a Maliseet person, how about you?
11	Student 2	Aha, nil-ona Wolastoqew.	Yes, I am Maliseet person too.
12	Student 1	Apc-oc knomiyul.	I will see you again.
13	Student 2	Aha, apc-oc knomiyul.	Yes, I'll see you again.

Use any of the community names below with line numbers 4 and 6 above.
(a) Madawaska First Nation - Kapskuksisok (MA)/Matawaskiyak (PA)
(b) Tobique First Nation   -   Neqotkuk
(c) Woodstock First Nation - Mehtaqtek
(d) Kingsclear First Nation -- Pilick
(e) St. Mary's First Nation -   Sitansisk
(f) Oromocto First Nation   -   Welamukotuk

Nouns

Note: In Wolastoqey there are two types of nouns:
ordinary nouns and
verb participles (nouns which are really verb forms)

(D) Teach students the proper use of nouns.

Ordinary Nouns		Participles (verb participles)	
wikuwam	house	ihtolikehkitimok	literally, the place you go to learn (school)
wikhikon	book	nutokehkikemit	literally, one who teaches (teacher)

Personal pronouns

(E) Teach students the proper use of personal singular pronouns.

Nil (I, Me)	**Kil** (You)	**Nekom** (S/he, Her/Him)
Ntoliwis _____. My name is _____.	Ktoliwis _____. Your name is _____.	Liwisu _____. Her/His name is _____.
Nuceyaw _____. I am from _____.	'Kuceyaw _____. You are from _____.	'Ceyawiw _____. S/he is from _____.
Nwik _____. I live at _____.	Kwik _____. You live at _____.	Wiku _____. S/he lives at _____.

Use basic grammatical structures

(F) Pronouncing Wolastoq, the sounds of vowels, vowel blends, consonants etc., should be done daily at the beginning of each class:

VOWELS — *A, E, I, O, U*

Letter	English	Wolastoq	Translation
a	f*a*ther	*a*ha	yes
e	b*e*d	*e*niqs	ant
eh	t*a*ck	*eh*pit	woman
i	mach*i*ne	*i*miyewakon	prayer
o	apr*o*n	*o*pos	tree
u	d*u*ne	*u*ten	town

VOWEL BLENDS

Letter	English	Wolastoq	Translation
aw	h*ow*	*aw*t	road
ew	Europa (Spanish)	n*ew*	four
iw	f*ew*	pun*iw*	in the winter
ay	t*ie*	sep*ay*	this morning
ey	gr*ey*	piks*ey*	pigs meat

CONSONANTS

h, l, m, n, w, y
The letters represent sounds much the same as those in English; *h* is pronounced before a vowel, silent or lightly pronounced before a consonant. The sound of *l* is more like that in the English word "peel" than in "life." The sound of *w* is less rounded than in English.

c, k, p, q, s, t
Theses letters have a sound that varies between "tense" and "lax," or "unvoiced" and "voiced." The particular sound depends on whether the letter occurs next to another consonant, as shown in the chart below.

Letter	Unvoiced	English	Wolastoq	Translation	Voiced	English	Wolastoq	Translation
c	ch	*ch*ick	n*c*ih*c*in	my thumb	j	*j*ump	co*q*ols	frog
k	k	*k*ick	*k*cihq	forest	g	*g*reen	*k*uhcoss	goat
p	p	*p*uppy	*p*suwis	cat	b	*b*ubble	*p*ahq	arrow
q	kw	*qu*ick	pes*q*	one	gw	*Gw*en	*q*apit	beaver
s	s	*s*tick	*s*qot	fire	z	*z*ebra	*s*aht	blueberry
t	t	*t*own	'*t*apakon	car	d	*d*une	*t*aktal	doctor

Note:
(Unvoiced) when next to another consonant, **except** the personal prefix *n-* 'I, we,' **or**
        when next to apostrophe.
(Voiced)   when *not* next to a consonant or an apostrophe, *or*
        when following the personal prefix *n-* 'I, we'.

Note: That the consonant *c* resembles the digraph *ch* of English, while *q* resembles English *kw*. In Wolastoqey Latuwewakon, the consonant *q* is distinct from the two-consonant combination *kw-*; this pair occurs only at the beginning of words where the personal prefix *k-* 'you' comes before an initial *w-*; compare *kwik* (kweeg) 'you dwell' with *qin* (gween) 'really' and '*qasahkan* (kwah-zah-kahn) 's/he discards it.'

The uses of an Apostrophe (')

- Possessive 3ʳᵈ person prefix (s/he - his/her) - It is written only at the beginning of a word and only before *c*, *k*, *p*, *q*, *s*, or *t*. (It is not written before the other consonants (*h, l, m, n, w, y*) i.e. **'t**ahtulhawiyil (his/her shirt). In this example **t** is inserted after the personal prefix **'** as the noun begins with a vowel.

- An apostrophe also can stand for a *w* that used to be pronounced. i.e. wtomawey = 'tomawey.

- When an initial consonant (*c*, *k*, *p*, *q*, *s*, or *t*) precedes a vowel when addressing 2ⁿᵈ person (kil/you). i.e. **'**Kuceyaw (You are from...)

- To show "unvoiced" initial consonant, i.e. **'**samaqan vs samaqan.

Maliseet features:
- Can have double consonants, but *never* two vowels together
- Never an "O" before the "W" – always "UW"

Maliseet System (Teeter) Substitute letters:
1. o – ə
2. u – o
3. q – kw

GCO 2.0 Reading – Suggested Activities
Reads a short basic text with accuracy in a guided situation. Team up students who are 'stronger' with those who struggle and have them practice reading their bios to one another. After students are confident have them read their short bio to the class. Use vocabulary from listening section (A).

GCO 3.0 Spoken Interaction – Suggested Activities
Assign partners. Team up students who are 'stronger' with those who struggle and have them practice role-playing. After students are confident have the students role-play in front of the class. Use the dialogue from listening section (A) (B) (C).
Introducing self - Use vocabulary from listening section (A).
This greeting exchange is between friends. Use vocabulary from listening section (B).
Introduce self, asks and answers basic questions. This greeting exchange is between two people meeting for the first time. Use vocabulary from listening section (C)

GCO 4.0 Spoken Production – Suggested Activities
After students are confident have them introduce themselves in front of the class. Students may use their portfolio cover when they present. Use vocabulary from listening section (A)

GCO 5.0 Writing – Suggested Activities
Produces simple sentences in guided situations. Each student will create an identification tag to wear in class.   Use vocabulary from listening section (A)
Produce short basic information about self. Have students create a portfolio. Use vocabulary from listening section (A) The portfolio will be used to store their work. Students may create a Wolastoqey Double Curve or Clan design for their portfolio and add other information as the course progresses.

GCO 6.0 Language Development - Word Knowledge and Usage – *Supplementary Content*
Identify the use of common nouns. Teach students the proper use of common nouns. Use listening section (D).
Identify the use of pronouns. Teach students the proper use of pronouns. Use listening section (E).
Use basic grammatical structures. Teach students the sounds of vowels, vowel blends, consonants etc… Use listening section (F)

Module 1: Possible Products and Assessment Tools: Listening Observation Checklist

Student Name	Volunteered to contribute	Listened actively to others	Stayed on topic	Did not call out or interrupt

Self-Introduction Rubric [Degrees of difference among criteria are underlined.]

	Meets Expectations	Exceeds Expectations
Pronunciation	The voice is <u>clear</u>, so that words and pronunciation can be heard <u>accurately</u>. Pronunciation is understandable. The teacher is able to recognize the distinct vocabulary words without having to refer to a written script. The introduction includes <u>all</u> elements to introduce themselves in front of the class. See required content at the beginning of the module as in the examples that follow: <table><tr><td>'Qey.</td><td>Hello.</td></tr><tr><td>Ntoliwis nil _____.</td><td>My name is _____.</td></tr><tr><td>Nuceyaw nil _____.</td><td>I am from _____.</td></tr><tr><td>Nwik nil _____.</td><td>I live at _____. (address)</td></tr><tr><td>Wolastoqew nil.</td><td>I am a Maliseet person.</td></tr><tr><td>Woliwon.</td><td>Thank-you.</td></tr></table>	In addition to the *Meets Expectations* criteria, the work: <u>Correctly</u> and <u>appropriately</u> includes words and phrases that <u>go beyond</u> the essential vocabulary. Pronunciation is <u>consistently</u> clear and accurate, with a <u>smooth and natural delivery.</u>
	3-4 marks	**5 marks**
Written	The written script <u>accurately</u> uses the correct and proper spelling. [portfolio cover]	In addition to the *Meets Expectations* criteria, the work: Is presented with supporting images and <u>two to three</u> supplementary concepts/phrases.
	3-4 marks	**5 marks**
Presentation	Includes <u>all</u> elements to introduce themselves in front of the class; [May use portfolio cover to present. If used portfolio cover, must be held so that it is visible to classmates.] The images support the text.	In addition to the *Meets Expectations* criteria, the work: The speaker looks <u>confidently</u> at the audience.
	3-4 marks	**5 marks**

Portfolio Rubric:

	Meets Expectations	Exceeds Expectations
Content	The portfolio cover includes the required vocabulary and an <u>appropriate</u> design. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible. <table><tr><td>'Qey.</td><td>Hello.</td></tr><tr><td>Ntoliwis nil _____.</td><td>My name is _____.</td></tr><tr><td>Nuceyaw nil _____.</td><td>I am from _____.</td></tr><tr><td>Nwik nil _____.</td><td>I live at _____.(address)</td></tr><tr><td>Wolastoqew nil.</td><td>I am a Maliseet person.</td></tr><tr><td>Woliwon.</td><td>Thank-you.</td></tr></table>	In addition to the *Meets Expectations* criteria, the work includes: Supplemental concepts/phrases.
	3-4 marks	**5 marks**
Visuals	The design is <u>creative</u> and <u>clearly</u> appropriate to the content including an <u>appropriate</u> design [Wolastoqey Double Curve or Clan design]	In addition to the Meets Expectations criteria, the work includes: Visuals to support supplemental concepts/phrases.
	3-4 marks	**5 marks**

Module 2: People and Kinship

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

- Have an interactive conversation using the four statements and three questions appropriately with recognizable pronunciation.
- Create a PowerPoint presentation, with text and audio, showing kinship structures and using four statements appropriately.

Required content:

Questions:		
1	Keq liwisu _____?	What is your _____ name?
2	Tama wiku _____?	Where does your _____ live?
3	Tan 'kehsiniya _____ eyuwot?	How many (relatives – sisters/brothers...) do you have?
Supplementary		
4	'Kehsonul _____ eyyinil?	How many (objects) do you have? (inanimate – pl.)
Statements/Responses:		
1	_____ liwisu _____.	My _____ name is _____.
2	_____ wiku _____	My _____ lives at _____. (address)
3	Ntiywa _____ _____.	I have _____ _____. (animate – sing.)
4	Ntiywak _____ _____.	I have _____ _____. (animate – pl.)
Supplementary		
5	Ntihin _____ _____.	I have _____ _____. (inanimate – sing.)
6	Ntihinol _____ _____.	I have _____ _____. (inanimate – pl.)
Use the tables below for the questions and statements/responses above		

Responses to question 1 – statement 1	
Nikuwoss liwisu _____.	My mother's name is _____.
Nmitaqs liwisu _____.	My father's name is_____.
Nuhkomoss liwisu _____.	My grandmother's name is. _____.
Nmuhsums liwisu _____.	My grandfather's name is _____.
Nmossis liwisu _____.	My older sister's name is _____.
Nhesis liwisu _____.	My older brother's name is _____.
Nuhsimis liwisu _____.	My younger sibling's name is _____.
Nposum liwisu _____.	My cat's name is. _____.
Ntemis liwisu _____.	My dog's name is _____.
Responses to question 2 – statement 2	
Nikuwoss wiku _____.	My mother lives at _____. (address)
Nmihtaqs wiku _____.	My father lives at _____.(address)
Nuhkomoss wiku _____.	My grandmother lives at _____.(address)
Nmuhsums wiku _____.	My grandfather lives at _____.(address)
Nmossis wiku _____.	My older sister lives at _____.(address)
Nhesis wiku _____.	My older brother lives at _____.(address)
Nuhsimis wiku _____.	My younger sister/brother lives at _____.(address)
Responses to question 3 – statement 3 (animate – sing.)	
Ntiywa peskuhs nikuwoss.	I have one mother.
Ntiywa peskuhs nmihtaqs.	I have one father.
Ntiywa peskuhs nuhsimis	I have one younger sibling.
Ntiywa peskuhs nmuhsums	I have one grandfather.
Ntiywa peskuhs nmossis.	I have one older sister.
Ntiywa peskuhs nhesis.	I have one older brother.

Responses to question 3 – statement 4 (animate – pl.)	
Ntiywak nisuwok nuhkomossok.	I have two grandmothers.
Ntiywak nisuwok nmuhsumsok.	I have two grandfathers.
Ntiywak nuhuwok nmossisok.	I have three older sisters.
Ntiywak newok nhesisok.	I have four older brothers.
Ntiywak nanuwok nuhsimisok.	I have five younger siblings.
Responses to question 4 – statement 5 (inanimate – sing.) **(Supplementary)**	
Ntihin pesqon wikhikon.	I have one book.
Ntihin pesqon ahsuhun.	I have one blanket.
Responses to question 4 – statement 6 (inanimate – pl.) **(Supplementary)**	
Ntihinol nuhunol wikhikonol.	I have three books.
Ntihinol nanonul ahsuhunol**.**	I have five blankets.

Vocabulary

nikuwoss	my mother	'kikuwoss	your mother
nmihtaqs	my father	kmihtaqs	your father
nuhkomoss	my grandmother	'kuhkomoss	your grandmother
nmuhsums	my grandfather	kmuhsums	your grandfather
nmossis	my older sister	kmossis	your older sister
nhesis	my older brother	khesis	your older brother
nuhsimis	my younger sister or brother	'kuhsimis	your younger sister or brother
ntemis	my dog	ktemis	your dog
nposum	my cat	kposum	your cat

counting (animate)	
peskuhs	one
nisuwok	two
nuhuwok	three
newok	four
nanuwok	five

Plurals	
nikuwoss**ok**	my mothers
nmihtaqs**ok**	my fathers
nuhkomoss**ok**	my grandmothers
nmuhsums**ok**	my grandfathers
nmossis**ok**	my older sisters
nhesis**ok**	my older brothers
nuhsimis**ok**	my younger sisters/brothers
ntemis**ok**	my dogs (pets)
nposum**ok**	my cats (pets)

Supplementary vocabulary

counting (inanimate)	
pesqon	one
nisonul	two
nuhunol	three
newonul	four
nanonul	five

Objects (inanimate)		
ahsuhun	ahsuhunol	blanket(s)
wikhikon	wikhikono**l**	book(s)

GCO 1.0 Listening – Suggested Activities

(A) Teacher will introduce the words for parents, siblings and pets. The Kinship terms are based on immediate family only: parents, grandparents and siblings. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

Nsiwiyik	My Family members
nikuwoss	my mother
nmihtaqs	my father
nuhkomoss	my grandmother
nmuhsums	my grandfather
nmossis	my older sister
nhesis	my older brother
nuhsimis	my younger sister or brother
ntemis	my dog
nposum	my cat

Note: Kinship terms have inalienable possession – you **MUST** use a possessive prefix with kinship terms. You cannot say "ikuwoss", "a mother". It is not grammatically correct.

Identify the use of animate adjective numbers.

(B) Teacher will introduce animate adjective numbers to be used when counting family members.

one	peskuhs
two	nisuwok
three	nuhuwok
four	newok
five	nanuwok
six	kamahcin kehsuwok
seven	oluwikonok kehsuwok
eight	oqomolcin kehsuwok
nine	esqonatek kehsuwok
ten	qotinsk (MA) 'qotinsk (PA) *
*For the numbers ten and greater, the adjective form generally is the same as the cardinal number.	

MA – Maliseet
PA - Passamaquoddy

Identify the use of possessive forms.

Note: In English the word referring to the possessor is changed – Peter***'s*** dog shows possession.
In Wolastoqey it is the word referring to the one possessed which is modified - Piyel 'temis***ol***.

(C) Teacher will introduce the use of possessives.

Nikuwoss liwisu _____.	My mother's name is _____.
Nmitaqs liwisu _____.	My father's name is_____.
Nuhkomoss liwisu _____.	My grandmother's name is. _____.
Nmuhsums liwisu _____.	My grandfather's name is _____.
Nmossis liwisu _____.	My older sister's name is _____.
Nhesis liwisu _____.	My older brother's name is _____.
Nuhsimis liwisu _____.	My younger sibling's name is _____.
Nposum liwisu _____.	My cat's name is. _____.
Ntemis liwisu _____.	My dog's name is _____.

Not a possessive – My is a pronoun	
Ntoliwis nil _____.	My name is _____.

Identify the use of plurals.

(D) Teacher will introduce the use plurals.

Plurals	
nikuwoss**ok**	my mothers
nmihtaqs**ok**	my fathers
nuhkomoss**ok**	my grandmothers
nmuhsums**ok**	my grandfathers
nmossis**ok**	my older sisters
nhesis**ok**	my older brothers
nuhsimis**ok**	my younger sisters/brothers
ntemis**ok**	my dogs (pets)
nposum**ok**	my cats (pets)

Supplementary Content

(E) Notice that the word for dog and cat differs from my cat – my dog.

Nomiya _____.(olomuss, psuwis)	I see a _____. (dog, cat)
Nomiyak _____ (olomussok, psuwisok)	I see _____ (dogs, cats)

Pet:

Ntiywa _____.(ntemis, nposum)	I have _____ (my dog, my cat)
Ntiywak _____. (ntemisok , nposumok)	I have _____ (my dogs, my cats)

Identify the use of prepositional phrases.

(F) Teacher will introduce the use of a preposition phrase.

Nikuwoss wiku _____.	My mother lives at _____.(address)
Nmihtaqs wiku _____.	My father lives at _____.(address)
Nuhkomoss wiku _____.	My grandmother lives at _____.(address)
Nmuhsums wiku _____.	My grandfather lives at _____.(address)
Nmossis wiku _____.	My older sister lives at _____.(address)
Nhesis wiku _____.	My older brother lives at _____.(address)
Nuhsimis wiku _____.	My younger sister/brother lives at _____.(address)

GCO 2.0 Reading – Suggested Activities

Comprehends and interprets a series of simple sentences in guided situations. Shares what they know about the topic. Use vocabulary section (C)
From the family tree project students will be asked to introduce their family members by reading the written text under each photo on the bristle board. (See GCO. 5.0 Writing)

GCO 3.0 Spoken Interaction – Suggested Activities

Produces a series of simple sentences in guided situations. Use vocabulary section (C)
Assign partners, team up students who are 'stronger' with those who struggle and have them practice introducing family members using the family tree on the bristle board. (See GCO. 5.0 Writing)

GCO 4.0 Spoken Production – Suggested Activities

Introduces self and family. Shares what they know about the topic. Use vocabulary section (C)
After students are confident have them introduce their family members by using family tree to the class. (See GCO. 5.0 Writing)

GCO 5.0 Writing – Suggested Activities

Produces simple sentences in guided situations. Use vocabulary section (C)
Each student will be asked to bring photos of parents, grandparents, siblings and pets to create a family tree on a bristle-board. Beneath each photo have students write proper kinship terms, names, etc...

GCO 6.0 Language Development - Word Knowledge and Usage – Supplementary Content

Identify the use of preposition forms. Use vocabulary from section (F)
Teach students the proper use of prepositions phrases.

Introduce the singular and plural inanimate verb forms "Ntihin" and "Ntihinol" (I have).

Rubric: Family Tree Poster

	Meets Expectations	Exceeds Expectations
Pronunciation	Words on the poster are pronounced <u>clearly</u> and <u>correctly</u> for major kinship terms: parents, grandparents, and siblings to illustrate the student's family. The poster includes <u>all</u> elements to explain the Family Tree. See required content at the beginning of the module as in the examples that follow: <table><tr><td>Ntoliwis nil _____.</td><td>My name is _____.</td></tr><tr><td>Nikuwoss liwisu ___.</td><td>My mother's _____.</td></tr><tr><td>Nmitaqs liwisu ____.</td><td>My father's name is _____.</td></tr><tr><td>Nuhkomoss liwisu __.</td><td>My grandmother's name is___.</td></tr><tr><td>Nmuhsums liwisu ___.</td><td>My grandfather's name is ____.</td></tr><tr><td>Ntiywa _____ _____.</td><td>I have _____ _____.</td></tr><tr><td>Ntiywak ____ _____.</td><td>I have _____ _____.</td></tr></table>	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	**5 marks**
Written	Writing: The poster is organized [family members are displayed in a clear order]. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels.
	3-4 marks	**5 marks**
Presentation	Includes <u>all</u> elements to introduce the family tree to the class and the images <u>clearly</u> support the text.	In addition to the Meets Expectations criteria, The speaker looks confidently at the audience.
	3-4 marks	**5 marks**

Module 3: Feelings

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

- Have an interactive conversation using five statements and three questions appropriately with recognizable pronunciation.
- Identify the correct sentence to describe a feeling shown in an image.

Required content:

Questions:		
1	Tan ktolomolsin?	How do you feel?
2	Kil-olu tan?	How about you?
3	Tan 'tolomolsin _____?	How does your (family member) feel?
Statements/Responses:		
1	Nil _____.	I feel _____.
2	Ma-te _____.	I don't feel _____.
3	Nil _____ _____.	My (family member) feels _____.

Use the tables below for responses.

Responses for Statement 1	
Nulitahas.	I feel happy or glad.
Nwisokiluwaha.	I feel angry.
Nkiwaci.	I feel lonely or lonesome.
Ncosku.	I feel jealous.
Nsankewitahas.	I feel calm and peaceful.
Ntomakomols.	I feel poorly.
Nkospon.	I feel tired.
Npalitahas.	I feel proud.
Nulomols	I feel good (health, disposition, etc.)
Responses for Statement 2	
Ma-te nulitahasiw.	I don't feel happy or glad.
Ma-te nwisokiluwahaw.	I don't feel angry.
Ma-te nsankewitahasiw.	I don't feel calm and peaceful.
Ma-te ntomakomolsiw.	I don't feel poorly.
Ma-te nkiwaciyaw.	I don't feel lonely or lonesome.
Ma-te nkosponaw.	I don't feel tired.
Ma-te ncoskuwaw.	I don't feel jealous.
Ma-te npalitahamsiw.	I don't feel proud.
Ma-te nulomolsiw.	I don't feel good (health, disposition, etc.)
Responses for Statement 3	
Nikuwoss wolitahasu.	My mother feels happy or glad.
Nmihtaqs wisokiluwehe.	My father feels angry.
Nuhkomoss sankewitahasu.	My grandmother feels calm and peaceful.
Nmuhsums 'tomakomolsu.	My grandfather feels poorly.

Nmossis kiwaciye.	My older sister feels lonely or lonesome.
Nhesis kospone.	My older brother feels tired.
Nuhsimis coskuwe.	My younger sister or brother feels jealous.
Nmuhsums palitahasu.	My grandfather feels proud.
Nmuhsums wolomolsu.	My grandfather feels good (health, disposition, etc.)

Supplementary Vocabulary:

Practice new vocabulary by showing pictures of events listed below and asking students how they feel.

Epeskomhotin	A ballgame
Ihtolalsimok	Sweat-lodge
Ihtolokamok	A place for dancing
Ihtolikehkitimok	School
Kselomotultimok	Valentine's Day
Lintuwakonol	Songs (Music)
Mawi-skicinuwokahtin	Powwow/Indian Dance Gathering
Nipayimiyamk or Nipayimiyamok	On Christmas Day, at Christmas.
Nipuwultin	A marriage ceremony or wedding is held
Nomihqosit pileyahsis	Birth of a baby
Nutsihpiluwemok	Hospital
Pilikoton	It's a new year or It's New Year's Day
Pkomamkahtimok	Hockey game
Puskonikemok	Funeral/Burial
Skicinuwonukot	Aboriginal Day
Wolasuweltomultimok	Thanksgiving

GCO 1.0 Listening – Suggested Activities

Teacher will model by sharing basic feelings. Reveal one phrase at a time. Have each student repeat individual sentences. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

(A)

Tan kahk olu kil?	How are you?
Tan ktolomolsin?	How do you feel?
Kil-olu tan?	How about you?
Nulitahas.	I feel happy or glad.
Nwisokiluwaha.	I feel angry.
Nsankewitahas.	I feel calm and peaceful.
Ntomakomols.	I feel poorly.
Nkiwaci.	I feel lonely or lonesome.
Nkospon.	I feel tired.
Ncosku.	I feel jealous.
Npalitahas.	I feel proud.
Nulomols	I feel good (health, disposition, etc.)

(B) Personal Pronoun "I/Me" and feelings (1st person singular)

Nulitahas.	I feel happy or glad.
Nwisokiluwaha.	I feel angry.
Nsankewitahas.	I feel calm and peaceful.
Ntomakomols.	I feel poorly.
Nkiwaci.	I feel lonely or lonesome.
Nkospon.	I feel tired.
Ncosku.	I am jealous.
Npalitahas.	I feel proud.
Nulomols	I feel good (health, disposition, etc.)

Note: Bold letters indicate the personal pronoun prefix (Nil - 1st person singular).

**Possessive adjective "My _____" and feelings with 3rd person endings
(My mother (s/he) feels _____.)**

Nikuwoss **wo**litahas**u**.	My mother (s/he) feels happy or glad.
Nmihtaqs wisokiluw**e**h**e**.	My father (s/he) feels angry.
Nuhkomoss sankewitahas**u**.	My grandmother (s/he) feels calm and peaceful.
Nmuhsums **'**tomakomols**u**.	My grandfather (s/he) feels poorly.
Nmossis kiwaci**ye**.	My older sister (s/he) feels lonely or lonesome.
Nhesis kospon**e**.	My older brother (s/he) feels tired.
Nuhsimis cosku**we**.	My younger sister or brother (s/he) feels jealous.
Nmuhsums palitahas**u**.	My grandfather (s/he) feels proud.
Nmuhsums **wo**lomols**u**	My grandfather (s/he) feels good.

Note: Red boldface letters indicate the possessive prefix "N" which means "Nil" (My).
   Green boldface letters indicate changes when indicating feelings for 3rd person Nekom (S/he).

GCO 2.0 Reading – Suggested Activities

Comprehends and interprets a text *in a guided situation* (visual or written). This activity will be done with the use of facial expressions, body actions and flash cards. The students will listen, observe and respond using the same facial expressions and body actions the teacher used to explain the feelings using flash cards. Use vocabulary from section (A).

Note: This is a list of feelings that belong to someone…they can't be by themselves!

GCO 3.0 Spoken Interaction – Suggested Activities

Produces a series of simple sentences in guided situations. Assign partners, team up students who are 'stronger' with those who struggle and have them practice a dialogue:

Tan ktolomolsin? – How do you feel?
*See possible responses above from section (A)

GCO 4.0 Spoken Production – Suggested Activities

Produces a series of simple sentences in guided situations. Gives examples of family activities, gatherings, and special celebrations and traditions. Teacher will hold up pictures of numerous events and ask each student to respond by holding up a flashcard demonstrating a feeling. Teacher will ask each student, "How do you feel?" and student will reply.

Here are a few examples of events the teacher can demonstrate with pictures. The following Wolastoq vocabulary are for teacher use only and not for instruction.

Epeskomhotin	A ballgame
Ihtolalsimok	Sweat-lodge
Ihtolokamok	A place for dancing
Ihtolikehkitimok	School
Kselomotultimok	Valentine's Day
Lintuwakonol	Songs (Music)
Mawi-skicinuwokahtin	Powwow/Indian Dance Gathering
Nipayimiyamk or Nipayimiyamok	On Christmas Day, at Christmas.
Nipuwoltin	A marriage ceremony or wedding is held
Nomihqosit pileyahsis	Birth of a baby
Nutsihpiluwemok	Hospital
Pilikoton	It's a new year or It's New Year's Day
Pkomamkahtimok	Hockey game
Puskonikemok	Funeral/Burial
Skicinuwonukot	Aboriginal Day
Wolasuweltomultimok	Thanksgiving

*Teacher can add to the vocabulary list above.
*Have students present their collage to the class.

GCO 5.0 Writing – Suggested Activities

Produce phrases in guided situations. Have students create a collage of feelings and label each picture accordingly. *Use the list of feelings and activities, gatherings, and special celebrations and traditions from (A) and (B).

GCO 6.0 Language Development - Word Knowledge and Usage - *Supplementary Content*

Identify the use of personal pronouns. Use vocabulary from section (B)
Teach students the proper use of pronouns. Read and show flashcards of each sentence. Have students match sentences with pictures.

Note: Bold letters signal changes of each word.

Listening/Reading Observation Checklist: Matching Feelings/Flashcards

Student Name	Demonstrates appropriate feelings in response to flash cards	Volunteered to contribute	Listened actively to others	Stayed on topic	Did not call out or interrupt

RUBRIC: FEELINGS POSTER

	Meets Expectations	Exceeds Expectations
Pronunciation	Words on the poster are pronounced <u>clearly</u> and <u>correctly.</u> The poster includes <u>all</u> elements to express feelings in front of the class. See required content at the beginning of the module as in the examples that follow: <table><tr><td>Nulitahas</td><td>I feel happy or glad.</td></tr><tr><td>Nwisokiluwaha</td><td>I feel angry.</td></tr><tr><td>Nsankewitahas</td><td>I feel calm and peaceful.</td></tr><tr><td>Ntomakomols</td><td>I feel poorly.</td></tr><tr><td>Nkiwaci</td><td>I feel lonely or lonesome.</td></tr><tr><td>Nkospon</td><td>I feel tired.</td></tr><tr><td>Ncosku</td><td>I feel jealous</td></tr><tr><td>Npalitahas</td><td>I feel proud.</td></tr><tr><td>Nulomols</td><td>I feel good.</td></tr></table>	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels. Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	**5 marks**
Written	Writing: The poster is <u>well </u>organized. All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels.
	3-4 marks	**5 marks**
Presentation	Includes <u>all</u> elements to introduce feelings. The images support the text.	In addition to the Meets Expectations criteria, the work: The speaker looks <u>confidently</u> at the audience and uses facial expressions and gestures to convey understanding.
	3-4 marks	**5 marks**

Module 4: Likes and Dislikes – Food

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:
- Have an interactive conversation using the eight statements and two questions appropriately with recognizable pronunciation.
- Write an introduction of themselves, describing their likes and dislikes related to food using one animate and one inanimate.

Required content:

Questions:		
1	Keq kil wikahtomon?	What do you like the taste of?
2	Keq kil skat wikahtomuwon?	What don't you like the taste of?
Statements/Responses:		
1	Nwikahpa _____.	I like the taste of _____. (animate – sing)
2	Nwikahpak _____.	I like the taste of _____. (animate - plural)
3	Ma-te nwikahpaw _____.	I don't like the taste of _____. (animate – sing)
4	Ma-te nwikahpawiyik _____.	I don't like the taste of _____. (animate-plural)
5	Nwikahtomon _____.	I like the taste of _____. (inanimate - sing)
6	Nwikahtomonol _____.	I like the taste of _____. (inanimate – plural)
7	Ma-te nwikahtomuwon _____.	I don't like the taste of _____. (inanimate – sing)
8	Ma-te nwikahtomuwonol _____.	I don't like the taste of _____. (inanimate – plural)
Use the table below for responses to questions 1 and 2.		

Statement 1 responses (animate – singular) 👍	
Nwikahpa molaqs	I like the taste of milk.
Nwikahpa opan	I like the taste of bread.
Nwikahpa lakalet	I like the taste of Indian fry bread.
Nwikahpa cikon	I like the taste of an apple.
Nwikahpa minsoss	I like the taste of a raspberry.
Statement 2 responses (animate – plural) 👍	
Nwikahpak cikoniyik.	I like the taste of apples.
Nwikahpak minsossok.	I like the taste of raspberries.
Statement 3 responses (animate – singular) 👎	
Ma-te nwikahpaw molaqs.	I don't like the taste of milk.
Ma-te nwikahpaw opan.	I don't like the taste of bread.
Ma-te nwikahpaw lakalet.	I don't like the taste of Indian fry bread.
Ma-te nwikahpaw cikon.	I don't like the taste of an apple.
Ma-te nwikahpaw minsoss.	I don't like the taste of a raspberry.
Statement 4 responses (animate – plural) 👎	
Ma-te nwikahpawiyik cikoniyik.	I don't like the taste of apples.
Ma-te nwikahpawiyik minsossok.	I don't like the taste of raspberries.

Statement 5 responses (inanimate – singular) 👍	
Nwikahtomon musey	I like the taste of moose meat.
Nwikahtomon wiyuhs	I like the taste of meat.
Nwikahtomon polamuwey.	I like the taste of salmon meat.
Nwikahtomon wawon.	I like the taste of an egg.
Nwikahtomon mahsus.	I like the taste of a fiddlehead.
Nwikahtomon saht.	I like the taste of a blueberry. (off bush)
Statement 6 responses (inanimate – plural) 👍	
Nwikahtomonol masqositol	I like the taste of beans.
Nwikahtomonol wawonol	I like the taste of eggs.
Nwikahtomonol mahsusiyil	I like the taste of fiddleheads.
Nwikahtomonol sahtiyil.	I like the taste of blueberries. (off bush)
Statement 7 responses (inanimate – singular) 👎	
Ma-te nwikahtomuwon musey	I don't like the taste of moose meat.
Ma-te nwikahtomuwon wiyuhs	I don't like the taste of meat.
Ma-te nwikahtomuwon polamuwey.	I don't like the taste of salmon meat.
Ma-te nwikahtomuwon wawon.	I don't like the taste of an egg.
Ma-te nwikahtomuwon mahsus.	I don't like the taste of a fiddlehead.
Ma-te nwikahtomuwon saht.	I don't like the taste of a blueberry. (off bush)
Statement 8 responses (inanimate – plural) 👎	
Ma-te nwikahtomuwonol masqositol	I don't like the taste of beans.
Ma-te nwikahtomuwonol wawonol	I don't like the taste of eggs.
Ma-te nwikahtomuwonol mahsusiyil	I don't like the taste of fiddleheads.
Ma-te nwikahtomuwonol sahtiyil.	I don't like the taste of blueberries. (off bush)

Vocabulary:

Animate	
molaqs	milk
opan	bread
lakalet	fry bread
cikon	apple
polam	salmon
minsossok	raspberries
sahtiyik	blueberries (on bush)
Inanimate	
musey	moose meat
wiyuhs	meat
polamuwey	salmon meat
masqositol	beans
wawonol	eggs
mahsusiyil	fiddleheads
sahtiyil	blueberries (off bush)

Coordinating Conjunctions	
kenoq	but
kosona	or
naka	and

GCO 1.0 Listening – Suggested Activities

Actively listens to a list of twelve (12) common foods and uses verbal and body language to show comprehension. Listens to simple sentences about likes and dislikes noting that in the Wolastoq language there are animate and inanimate forms.

(A) Using visuals the teacher will present a list of twelve (12) common foods. 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 or sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

Animate	
molaqs	milk
opan	bread
lakalet	fry bread
cikon	apple
polam	salmon
minsossok	raspberries
sahtiyik	blueberries (on bush)
Inanimate	
musey	moose meat
wiyuhs	meat
polamuwey	salmon meat
masqositol	beans
wawonol	eggs
mahsusiyil	fiddleheads
sahtiyil	blueberries (off bush)

(B) **Animate forms**

(**Nwikahpa** - I like the taste of – animate singular)

'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keq kil wikahtomon?	What do you like the taste of?
Nwikahpa _____.	I like the taste of _____.
Nwikahpa molaqs	I like the taste of milk.
Nwikahpa opan	I like the taste of bread.
Nwikahpa lakalet	I like the taste of Indian fry bread.
Nwikahpa cikon	I like the taste of an apple.
Nwikahpa minsoss	I like the taste of a raspberry.

(**Nwikahpak** - I like the taste of – animate plural)

'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keq kil wikahtomon?	What do you like the taste of?
Nwikahpak _____.	I like the taste of _____.
Nwikahpak cikoniyik.	I like the taste of apples.
Nwikahpak minsossok.	I like the taste of raspberries.

(Ma-te nwikahpaw - I don't like the taste of – animate singular)

'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keg kil skat wikahtomuwon?	What don't you like the taste of?
Ma-te nwikahpaw _____.	I don't like the taste of _____.
Ma-te nwikahpaw molaqs.	I don't like the taste of milk.
Ma-te nwikahpaw opan.	I don't like the taste of bread.
Ma-te nwikahpaw lakalet.	I don't like the taste of Indian fry bread.
Ma-te nwikahpaw cikon.	I don't like the taste of an apple.
Ma-te nwikahpaw minsoss.	I don't like the taste of a raspberry.

(Ma-te nwikahpawiyik - I don't like the taste of – animate plural)

'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keq kil skat wikahtomuwon?	What don't you like the taste of?
Ma-te nwikahpawiyik _____.	I don't like the taste of _____.
Ma-te nwikahpawiyik cikoniyik.	I don't like the taste of apples.
Ma-te nwikahpawiyik minsossok.	I don't like the taste of raspberries

(C) **Inanimate forms:**

(Nwikahtomon - I like the taste of – inanimate singular)

'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keq kil wikahtomon?	What do you like the taste of?
Nwikahtomon _____.	I like the taste of_____.
Nwikahtomon musey.	I like the taste of moose meat.
Nwikahtomon polamuwey.	I like the taste of salmon meat.
Nwikahtomon wiyuhs.	I like the taste of meat.
Nwikahtomon wawon.	I like the taste of an egg.
Nwikahtomon mahsus.	I like the taste of a fiddlehead.
Nwikahtomon saht.	I like the taste of a blueberry.

(Nwikahtomonol – I like the taste of – inanimate plural)

'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keq kil wikahtomon?	What do you like the taste of?
Nwikahtomonol_____.	I like the taste of _____.
Nwikahtomonol masqositol.	I like the taste of beans.
Nwikahtomonol wawonol.	I like the taste of eggs.
Nwikahtomonol mahsusiyil.	I like the taste of fiddleheads.
Nwikahtomonol sahtiyil.	I like the taste of blueberries.

(Ma-te nwikahtomuwon – I don't like the taste of – inanimate singular)

'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keq kil skat wikahtomuwon?	What don't you like the taste of?
Ma-te nwikahtomuwon _____.	I don't like the taste of _____.
Ma-te nwikahtomuwon musey.	I don't like the taste of moose meat.
Ma-te nwikahtomuwon polamuwey.	I don't like the taste of salmon meat.
Ma-te nwikahtomuwon wiyuhs.	I don't like the taste of meat.
Ma-te nwikahtomuwon wawon.	I don't like the taste of an egg.
Ma-te nwikahtomuwon mahsus.	I don't like the taste of a fiddlehead.
Ma-te nwikahtomuwon saht.	I don't like the taste of a blueberry.

(**Ma-te nwikahtomuwonol** – I don't like the taste of – inanimate plural)	
'Qey.	Hello.
Ntoliwis nil _____.	My name is _____.
Keg kil skat wikahtomuwon?	What don't you like the taste of?
Ma-te nwikahtomuwonol _____.	I don't like the taste of _____.
Ma-te nwikahtomuwonol masqositol.	I don't like the taste of beans.
Ma-te nwikahtomuwonol wawonol.	I don't like the taste of eggs.
Ma-te nwikahtomuwonol mahsusiyil.	I don't like the taste of fiddleheads.
Ma-te nwikahtomuwonol sahtiyil.	I don't like the taste of blueberries.

GCO 2.0 Reading – Suggested Activities

Comprehends and interprets a text (visual or written). Have students match pictures with food vocabulary.
Use vocabulary from (A).

Have students read their likes and dislikes poster to the class. Use vocabulary from (A) and (B).

GCO 3.0 Spoken Interaction – Suggested Activities

Working with peers, students produces a series of simple sentences in guided situations. Use vocabulary from (A). Students will practice and repeat with peers.

Use vocabulary from (B) and (C). Students will create a list of their likes and dislikes practicing with peers.

GCO 4.0 Spoken Production – Suggested Activities

Produces a series of simple sentences in guided situations. Use vocabulary from (B) and (C). After they feel confident, students can present their likes and dislikes posters to the class.

GCO 5.0 Writing – Suggested Activities

Produces simple sentences relating to likes and dislikes in guided situations. Use vocabulary from (B) and (C).

Students will create a poster illustrating their likes and dislikes using drawings or pictures and captions. (Must have 5 likes and 5 dislikes).

GCO 6.0 Language Development - Word Knowledge and Usage – Supplementary Content

Distinguish particular sound patterns at beginning and end of words. Teacher will colour code animate and inanimate words and post them in the classroom so students can see the consistency in both forms. (E.g. Green backdrop for animate. Blue backdrop for inanimate.) Teacher will explain the beginning and end of words.

Nwikahpa	I like the taste of: animate singular
Nwikahpa**k**	I like the taste of: animate plural
Ma-te nwikahpa**w**	I don't like the taste of: animate singular
Ma-te nwikahpa**wiyik**	I don't like the taste of: animate plural
Nwikahtomon	I like the taste of: inanimate singular
Nwikahtomon**ol**	I like the taste of: inanimate plural
Ma-te nwikahtom**uwon**	I don't like the taste of: Inanimate singular
Ma-te nwikahtom**uwonol**	I don't like the taste of: Inanimate plural

Introduce the phrase "Me too."

Nil tena or Nil-ona	Me too.

Likes and Dislikes Collage/Poster

	Meets Expectations	Exceeds Expectations
Pronunciation	Words on collage are pronounced clearly and correctly. Minimum of 5 likes and 5 dislikes. The collage includes <u>all</u> elements to express likes and dislikes themselves in front of the class. See required content at the beginning of the module as in the examples that follow: Examples: <table><tr><td>Nwikahpa _____.</td><td>I like the taste of ____. (animate)</td></tr><tr><td>Nwikahtomon _____.</td><td>I like the taste of ____. (inanimate)</td></tr><tr><td>Ma-te nwikahpaw ____.</td><td>I don't like the taste of ___. (animate)</td></tr><tr><td>Ma-te nwikahtomuwon _.</td><td>I don't like the taste of ___. (inanimate)</td></tr></table>	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	**5 marks**
Written	All words are correctly written, very neat and all words are legible.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels
	3-4 marks	**5 marks**
Presentation	Includes all elements to introduce the concepts of likes and dislikes. The images support the text.	In addition to the Meets Expectations criteria, the work: The speaker looks confidently at the audience and uses gestures to convey understanding.
	3-4 marks	**5 marks**

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Module 5: Calendar

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:
- Have an interactive conversation using the seven statements and seven questions appropriately with recognizable pronunciation.
- Create an interactive calendar in PPT

Required content:
(In this module students will not be assessed on weather conditions.)

Questions:		
1	Keq pemkiskahk?	What is today?
2	Keq wolaku?	What was yesterday?
3	Keq sepawonuk?	What is tomorrow?
4	Keq kotokilaku?	What was the other day/day before yesterday?
5	Keq nihtol pemoluhkemkil?	What are the days of the week?
6	Tan olokiskot?	How is the weather?
7	Keq temikotok?	What season is it?
Statements/Responses:		
1	Pemkiskahk _____.	Today is _____.
2	Wolaku _____.	Yesterday was _____.
3	Sepawonuk _____.	Tomorrow is _____
4	Kotokilaku _____.	The other day/day before yesterday was _____.
5	Pemoluhkemkil nihtol _____.	The days of the week are _____.
6	_____.	It is _____.
7	_____.	It is _____.

Use table 1 for statements 1 to 5 - responses to questions 1 to 5.
Use table 2 for statement 6 – response to question 6.
Use table 3 for statement 7 – response to question 7.

Table 1	
Sonte	Sunday
Kissonte	Monday
Nis luhkan	Tuesday
Nihi luhkan	Wednesday
New luhkan	Thursday
Skehewahtoq	Friday
Kotuwahsonte	Saturday

Table 2	
Kisuhsuwiw.	It is sunny.
Komiwon.	It is raining.
Totoli-psan.	It is snowing.

Table 3	
Siqon.	It is spring.
Nipon.	It is summer.
Toqaq.	It is fall.
Pun.	It is winter.

Tpaskutikonol (numbers) *(numbers 6 to 31 are supplementary)*			
pesq	1	oluwikonok kehsanku	17
nis	2	oqomolcin kehsanku	18
nihi	3	esqonatek kehsanku	19
new	4	nisinsk	20
nan	5	nisinsk 'cel pesq (neqt)	21
kamahcin	6	nisinsk 'cel nis (tapu)	22
oluwikonok	7	nisinsk 'cel nihi ('sis)	23
oqomolcin	8	nisinsk 'cel new	24
esqonatek	9	nisinsk 'cel nan	25
qotinsk	10	nisinsk 'cel kamahcin	26
qotanku	11	nisinsk 'cel oluwikonok	27
nisanku	12	nisinsk 'cel oqomolcin	28
sanku	13	nisinsk 'cel esqonatek	29
newanku	14	sinsk	30
nananku	15	sinsk 'cel pesq	31
kamahcin kehsanku	16		

GCO 1.0 Listening – Suggested Activities

Actively listens to calendar related vocabulary in guided situations and uses verbal and body language to show comprehension.

(A) Teacher will introduce the following vocabulary for the days of the week. Students will recite the words for proper pronunciation. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

Pemoluhkemkil (Days of the Week)

Sonte	Sunday
Kissonte	Monday
Nis luhkan	Tuesday
Nihi luhkan	Wednesday
New luhkan	Thursday
Skehewahtoq	Friday
Kotuwahsonte	Saturday

(B) Teacher will introduce questions and vocabulary relating to the days of the week. Students will listen and repeat.

Questions:

Keq pemkiskahk?	What is today?
Keq wolaku?	What was yesterday?
Keq sepawonuk?	What is tomorrow?
Keq kotokilaku?	What was the other day/day before yesterday?

Vocabulary:

pemkiskahk	today
wolaku	yesterday
sepawonuk	tomorrow
kotokilaku	day before yesterday

(C) Teacher will introduce vocabulary relating to the seasons. Students will listen and repeat.

Siqon	It is spring.		Siqon**iw**	**In** the spring
Nipon	It is summer.		Nipon**iw**	**In** the summer
Toqaq	It is fall.		Toqaq**iw**	**In** the fall
Pun	It is winter.		Pun**iw**	**In** the winter

(D) Teacher will introduce a question and vocabulary relating to the weather. Students will listen and repeat.

Question:

Tan olokiskot?	How is the weather?

Vocabulary:

Kisuhsuwiw.	It is sunny.
Komiwon.	It rains. It is raining.
Aluhkot.	It is cloudy.
Totoli-psan.	It is snowing.
Ksate.	It's a hot day.
Tkokiskot.	It is a cold day.

(E) Teacher will introduce numbers (1 to 31). Students will listen and repeat.

pesq	1	oluwikonok kehsanku	17
nis	2	oqomolcin kehsanku	18
nihi	3	esqonatek kehsanku	19
new	4	nisinsk	20
nan	5	nisinsk 'cel pesq (neqt)	21
kamahcin	6	nisinsk 'cel nis (tapu)	22
oluwikonok	7	nisinsk 'cel nihi ('sis)	23
oqomolcin	8	nisinsk 'cel new	24
esqonatek	9	nisinsk 'cel nan	25
qotinsk	10	nisinsk 'cel kamahcin	26
qotanku	11	nisinsk 'cel oluwikonok	27
nisanku	12	nisinsk 'cel oqomolcin	28
sanku	13	nisinsk 'cel esqonatek	29
newanku	14	sinsk	30
nananku	15	sinsk 'cel pesq	31
kamahcin kehsanku	16		

(F) Teacher will introduce months of the year. Students will listen and repeat. Students to learn their birth month. ***Students not to be tested on the months of the year.***

Kisuhsok	Months
Apolahsomuwehsuwi-kisuhs/Opolahsomuwehsuwi-kisuhs	January
Piyatqonisuwi-kisuhs	February
Siqoni-kisuhs	March
Ponatomuwi-kisuhs	April
Siqonomeqi-kisuhs	May
Niponi-kisuhs	June
Apsqewi-kisuhs	July
Accihtewi-kisuhs	August
Toqaqi-kisuhs/Matsehkiyewi-kisuhs	September
Wikewi-kisuhs	October
Kolotonuhkewi-kisuhs	November
Punamuwi-kisuhs/Kci-kisuhs	December

GCO 2.0 Reading – Suggested Activities
Comprehends a short basic text with accuracy in a guided situation [visual or written]. Students will read their calendars daily to practice the days of the week and weather. Use vocabulary from (A), (B) and (C). Students will read the book they created of the four seasons and weather. Use vocabulary from (C) and (D).

GCO 3.0 Spoken Interaction – Suggested Activities
Working with peers, students' produces a series of simple sentences in guided situations. Have students take turns putting the appropriate day for the days of the week in the empty slots on the calendar and the questions associated with them using today, yesterday, tomorrow and the weather daily. Use vocabulary from (A), (B) and (D).

GCO 4.0 Spoken Production – Suggested Activities
Produces a series of simple sentences in guided situations. Students will read the book they created of the four seasons and weather patterns to their peers. Use vocabulary from (C) and (D). When the students feel confident, the teacher can invite K-2 class so the students can read their booklets to small groups of students.

GCO 5.0 Writing - Suggested Activities
Produces a series of words relating to the calendar, seasons and weather. On a blank calendar introduce Pemoluhkemkil (days of the week) by placing them in the right place on the calendar starting with Sonte (Sunday). Students will number the days of the month and label months of the year. Use vocabulary from (A), (E) and (F). Students will create a booklet with illustrations and captions of the four seasons and weather patterns. Use vocabulary from (C) and (D).

GCO 6.0 Language Development - Word Knowledge and Usage – *Supplementary Content*
(G) Distinguish particular sound patterns at end of words. Teacher will explain that the end of words can change the meaning. The letters in bold change the meaning of the word.

Newonul temikotokil (The four seasons)			
Siqon	It is spring.	Siqon**iw**	In the spring
Nipon	It is summer.	Nipon**iw**	In the summer
Toqaq	It is fall.	Toqaq**iw**	In the fall
Pun	It is winter.	Pun**iw**	In the winter

(H) Additional Vocabulary Related to Weather

Tan olokiskot?	**How is the weather?**
Aluhkot.	It is cloudy.
Ksate.	It is a hot day.
Tkokiskot.	It is a cold day.

(I) Teacher will introduce Ordinal Numbers enabling students to respond to simple sentences in guided situations. For example, "Tan olokiskot nananku kehsewey?" (How was the weather on the 15th?)

1st	amsqahsewey	17th	oluwikonok kehsanku kehsewey
2nd	nisewey	18th	oqomolcin kehsanku kehsewey
3rd	nuhuwewey	19th	esqonatek kehsanku kehsewey
4th	newewey	20th	nisinsk kehsewey
5th	nanewey	21st	nisinsk 'cel pesq kehsewey
6th	kamahcin kehsewey	22nd	nisinsk 'cel nis kehsewey
7th	oluwikonok kehsewey	23rd	nisinsk 'cel nihi kehsewey
8th	oqomolcin kehsewey	24th	nisinsk 'cel new kehsewey
9th	esqonatek kehsewey	25th	nisinsk 'cel nan kehsewey
10th	qotinsk kehsewey	26th	nisinsk 'cel kamahcin kehsewey
11th	qotanku kehsewey	27th	nisinsk 'cel oluwikonok kehsewey
12th	nisanku kehsewey	28th	nisinsk 'cel oqomolcin kehsewey
13th	sanku kehsewey	29th	nisinsk 'cel esqonatek kehsewey
14th	newanku kehsewey	30th	sinsk kehsewey
15th	nananku kehsewey	31st	sinsk 'cel pesq kehsewey
16th	kamahcin kehsanku kehsewey		

Calendar Booklet

	Meets Expectations	Exceeds Expectations
Pronunciation	The captions in the booklet are pronounced <u>clearly</u> and <u>correctly</u>. The calendar includes <u>all</u> elements to express required content. See required content at the beginning of the module as in the examples that follow: <table><tr><td>Keq nihtol pemoluhkemkil?</td><td>What are the days of the week?</td></tr><tr><td>Pemoluhkemkil nihtol___.</td><td>The days of the week are__.</td></tr><tr><td>Sonte</td><td>Sunday</td></tr><tr><td>Kissonte</td><td>Monday</td></tr><tr><td>Nis luhkan</td><td>Tuesday</td></tr><tr><td>Nihi luhkan</td><td>Wednesday</td></tr><tr><td>New luhkan</td><td>Thursday</td></tr><tr><td>Skehewahtoq</td><td>Friday</td></tr><tr><td>Kotuwahsonte</td><td>Saturday</td></tr><tr><td>Tan olokiskot?</td><td>How is the weather?</td></tr><tr><td>Kisuhsuwiw.</td><td>It is sunny.</td></tr><tr><td>Komiwon.</td><td>It is raining.</td></tr><tr><td>Totoli-psan.</td><td>It is snowing.</td></tr></table>	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	**5 marks**
Written	All words are correctly written, very neat and all words are legible. The days of the week and numbers are well organized in a clear format with appropriate labels/pictures.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels
	3-4 marks	**5 marks**
Presentation	Includes all elements to introduce the calendar booklet. Uses appropriate facial expressions and body movements,	In addition to the Meets Expectations criteria, the work: Holds the audience's attention.
	3-4 marks	**5 marks**

Self-Evaluation:

Peer Evaluation:

Teacher Evaluation:

Module 6: Clothing

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:
- Have an interactive conversation using the twelve statements and two questions appropriately with recognizable pronunciation.
- Create a message using the proper Maliseet words and phrases for putting coloured clothing on the body, appropriate for specific weather.

Required content:

Questions:	
1	Keq-op kil peskomon?	What would you wear?
2	Keq-op kil peskomon _(temikotok)_ ?	What would you wear in the _(season)_ ?

Statements/Responses:		
1	Nposkuwa op _____.	I would wear a _____.(animate – sing.)
2	Nposkuwak op_____.	I would wear _____.(animate – pl.)
3	Nposkomon op _____.	I would wear a _____.(inanimate – sing.)
4	Nposkomonol op _____**.**	I would wear _____.(inanimate - pl.)
5	Nposkuwa op _____ _____.	I would wear my ____in the ____.(animate – sing.)
6	Nposkuwak op _____ _____.	I would wear my ____in the ____.(animate – pl.)
7	Nposkomon op _____ _____.	I would wear my ____in the ____.(inanimate – sing.)
8	Nposkomonol op _____ _____.	I would wear my ____.in the ____.(inanimate – pl.)
9	Nposkuwa op _____ _____.	I would wear my _(colour)_ _(clothing)_.(animate – sing.)
10	Nposkuwak op _____ _____.	I would wear my _(colour)_ _(clothing)_.(animate – pl.)
11	Nposkomon op _____ _____.	I would wear my _(colour)_ _(clothing)_.(inanimate – sing.)
12	Nposkomonol op _____ _____.	I would wear my _(colour)_ _(clothing)_.(inanimate – pl.)

Use the table below for responses to the above questions.

Statement 1 responses (animate – singular)	
Nposkuwa op opsqons.	I would wear a coat
Nposkuwa op ahtulhaw.	I would wear a shirt.
Statement 2 responses (animate – plural)	
Nposkuwak op nahsilcakonok.	I would wear gloves.
Nposkuwak op molocessok.	I would wear mittens.
Nposkuwak op maksonok.	I would wear shoes.

Statement 3 responses (inanimate – singular)	
Nposkomon op ahsusuwon.	I would wear a hat.
Nposkomon op mahkut.	I would wear a dress.
Nposkomon op kospisun.	I would wear a belt.
Statement 4 responses (inanimate – plural)	
Nposkomonol op polcisol.	I would wear pants.
Nposkomonol op lamwemhutlakonol/tosikonol.	I would wear socks.
Statement 5 responses (animate – singular)	
Nposkuwa op **n**topsqons puniw.	I would wear my coat in the winter.
Nposkuwa op **n**tahtulhaw siqoniw.	I would wear my shirt in the spring.
Statement 6 responses (animate – plural)	
Nposkuwak op **n**molocessok puniw.	I would wear my mittens in the winter.
Nposkuwak op **n**maksonok niponiw.	I would wear my shoes in the summer.
Statement 7 responses (inanimate – singular)	
Nposkomon op **nt**ahsusuwon toqaqiw.	I would wear my hat in the fall.
Nposkomon op **n**mahkut niponiw.	I would wear my dress in the summer.
Statement 8 responses (inanimate – plural)	
Nposkomonol op **nt**lamwemhutlakonol/ntosikonol puniw.	I would wear my socks in the winter.
Nposkomonol op **n**polcisol toqaqiw.	I would wear my pants in the fall.
Statement 9 responses (animate - singular)	
Nposkuwa op **mokoseweyit** ntopsqons.	I would wear my black coat.
Nposkuwa op **wisaweyit** ntahtulhaw.	I would wear my yellow shirt.
Statement 10 responses (animate – plural)	
Nposkuwak op **mehqeyicik n**molocessok.	I would wear my red mittens.
Nposkuwak op **mokoseweyihtit n**maksonok.	I would wear my black shoes.
Statement 11 responses (inanimate – singular)	
Nposkomon op **mehqeyik n**mahkut.	I would wear my red dress.
Nposkomon op **wapeyik nt**ahsusuwon.	I would wear my white hat.
Statement 12 responses (inanimate – plural)	
Nposkomonol op **wapeyikil nt**lamwemhutlakonol/ntosikonol.	I would wear my white socks.
Nposkomonol op **mokoseweyikil n**polcisol.	I would wear my black pants.

Vocabulary:

Inanimate Nouns	
oqtewakon	piece of clothing, garment
ahsusuwon	hat
kospisun	belt
lamwemhutlakonol/tosikonol	socks
mahkut	dress
polcisol	pants (plural form)

Animate Nouns	
ahtulhaw	shirt
makson	shoe
molocess	mitten
nahsilcakon	glove
opsqons	coat (Historically a man's coat, presently used for both genders.)

GCO 1.0 Listening – Suggested Activities

(A) Introduce clothing by using flashcards or actual garments. Reveal one phrase at a time slowly and clearly. Some students may want to see your mouth as you pronounce each word. Have each student repeat individual sentences from the statement/response tables above. If available, allow students to record and listen to their pronunciation. Use these steps for all listening activities.

oqtewakon	piece of clothing, garment
opsqons	coat (Historically a man's coat, presently used for both genders.)
polcisol	pants (plural form)
makson	shoe
ahsusuwon	hat
molocess	mitten
mahkut	dress
ahtulhaw	shirt
nahsilcakon	glove

Identify the use of plurals.

(B) Teach the proper use of plurals. ("**ok**" ending for animate and "**ol**" ending for inanimate nouns)

oqtewakon**ol**	pieces of clothing, garments
opsqons**ok**	coats
polcis**ol**	pants
makson**ok**	shoes
ahsusuwon**ol**	hats
molocess**ok**	mittens
mahkut**iyil** or mahkut**ol**	dresses
ahtulhaw**iyik**	shirts
nahsilcakon**ok**	gloves

Identify the use of pronouns.

(C) Teach the use of the pronoun (Nil – My)

ntoqtewakon	<u>my</u> piece of clothing, garment
ntoqtewakonol	<u>my</u> clothes
ntopsqons	<u>my</u> coat
npolcisol	<u>my</u> pants
nmakson	<u>my</u> shoe
nmaksonok	<u>my</u> shoes
ntahsusuwon	<u>my</u> hat
nmolocessok	<u>my</u> mittens
nmahkut	<u>my</u> dress
ntahtulhaw	<u>my</u> shirt

Note: The possessive prefix is **N** before a noun that begins with a consonant, and **NT** before a noun that begins with a vowel. There are exceptions to this rule.

Supplementary Content

Identify the use of possessive forms.
In English the word referring to the possessor is changed – older "sister**'s**" mitten shows possession.
In Wolastoqey it is the word referring to the one possessed which is modified – nmossis molocess**ol**

(D) Teach the proper use of possessive forms.

nikuwoss mahkut	my mother**'s** dress
nmihtaqs 'topsqons**iyil**	my father**'s** coat
nuhkomoss makson**ol**	my grandmother**'s** shoe
nmuhsums 'tahsusuwon	my grandfather**'s** hat
nmossis molocess**ol**	my older sister**'s** mitten
nhesis 'tahtulhaw**iyil**	my older brother**'s** shirt
nuhsimis 'polcisol	my younger sister**'s** or brother**'s** pants
nmihtaqs nahsilcakon**ol**	my father**'s** glove

Note: When animate nouns use the third person form ("his or her"), there is not only a prefix (**w** or **'**) but also a suffix (**ol**) at the end of the word. *This is not true for inanimate words*.
(The **'** used to be pronounced as a "w" in the past, but no longer is pronounced that way today - see Module 1, Section (F).)

GCO 2.0 Reading – Suggested Activities

Comprehends a short basic text with accuracy in a guided situation [visual or written]. Have students match pictures with clothing vocabulary. Use vocabulary from section (A).

Students will read the book they created of clothing (in singular and plural form). Use vocabulary from section (A) (B) (C) (D).

GCO 3.0 Spoken Interaction – Suggested Activities

Working with peers, students produce a series of simple sentences in guided situations. Students will practice clothing vocabulary with their peers through matching activities, sharing the books or videos they are creating, and practicing for their spoken production activities. Use vocabulary from section (A) (B) (C) (D).

GCO 4.0 Spoken Production – Suggested Activities
Produces a series of simple sentences in guided situations giving examples of clothing belonging to a family member. Students will read the book they created of clothes. Option: Students can do a 'fashion show' where they name clothes that they model using vocabulary from sections (A), (B), (C) and (D). When the students feel confident, the teacher can invite K-2 class so the students can read their books to small groups of students.
GCO 5.0 Writing – Suggested Activities
Presents a series of simple sentences in a book form showing types of clothing. Students will create a book of clothes to share with their peers. Or another choice could be a short video or a live demonstration using vocabulary from sections (A), (B), (C) and (D).
GCO 6.0 Language Development - Word Knowledge and Usage – Supplementary Content
Identify the use of plurals. Teach students the proper use of plurals. Using section (B).
Identify the use of pronouns. Teach students the proper use of pronouns. Using section (C).
Identify the use of possessive forms. Teach students the use of possessives. Using section (D).

Identify colours. Teach students the proper terms for colours.
Sacred Colours

The black coat

Sacred colours	Singular		Plural	
	Animate	**Inanimate**	**Animate**	**Inanimate**
	mehqeyit	mehqeyik	mehqeyicik	mehqeyikil
	wapeyit	wapeyik	wapeyicik	wapeyikil
	wisaweyit	wisaweyik	wisaweyicik	wisaweyikil
	mokoseweyit	mokoseweyik	mokoseweyicik	mokoseweyikil

The coat is black

Sacred colours	Singular		Plural	
	Animate	**Inanimate**	**Animate**	**Inanimate**
	mehqeyu	mehqeyu	mehqeyultuwok	mehqeyuwol
	wapeyu	wapeyu	wapeyultuwok	wapeyuwol
	wisaweyu	wisaweyu	wisaweyultuwok	wisaweyuwol
	mokoseweyu	mokoseweyu	mokoseweyultuwok	mokoseweyuwol

Clothing Booklet or Fashion Show

	Meets Expectations	Exceeds Expectations
Pronunciation	All words and phrases pronounced <u>clearly</u> and <u>correctly</u>. The presentation includes <u>all</u> elements to demonstrate clothing vocabulary in front of the class. See required content at the beginning of the module as in the examples that follow: <table><tr><td>Keq-op kil peskomon?</td><td>What would you wear?</td></tr><tr><td>Keq-op kil peskomon <u>(temikotok)</u> ?</td><td>What would you wear in the <u>(season)</u> ?</td></tr></table> <table><tr><td>Nposkuwa op _____.</td><td>I would wear a __.(animate – sing.)</td></tr><tr><td>Nposkuwak op_____.</td><td>I would wear _____.(animate – pl.)</td></tr><tr><td></td><td></td></tr><tr><td>Nposkomon op _____.</td><td>I would wear a __.(inanimate – sing.)</td></tr><tr><td>Nposkomonol op _____.</td><td>I would wear_____.(inanimate - pl.)</td></tr></table>**Option**: Students can do a 'fashion show' where they name clothes that they model.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	**5 marks**
Written	All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible. The clothing items are labeled and are <u>well organized</u> in a <u>clear</u> format with appropriate labels/pictures.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels.
	3-4 marks	**5 marks**
Presentation	Includes <u>all</u> elements to introduce clothing. Uses <u>appropriate</u> facial expressions and body movements,	In addition to the Meets Expectations criteria, the work: Holds the audience's attention.
	3-4 marks	**5 marks**

Module 7: School Objects

By the end of this module, students will be able to perform the following tasks from memory with visual prompting as required:
- Have an interactive conversation using the six statements and four questions appropriately with recognizable pronunciation.
- Create a message describing the items in a room and their locations.

Required content:

Questions:		
1	Keq nomihtuwon lamiw lamsokuk?	What do you see inside the room?
2	Wen nomiyot lamiw lamsokuk?	Who do you see inside the room?
3	Tama ote _____?	Where is the _____?
4	Tama otetul _____?	Where are the _____??
Statements/Responses:		
1	Nomihtun _____.	I see a _____. (inanimate – sing.)
2	Nomihtunol _____.	I see _____. (inanimate – pl.)
3	Nomiya _____.	I see a _____. (animate – sing.)
4	Nomiyak _____.	I see _____.(animate – pl.)
5	_____ ote _____ ._____.	The _(object)_ is located _(position)_ the _(object)_.
6	_____ otetul _____.	The _(objects)_ are located _(position)_ the _(object)_.

Use any of the four terms (a, b, c or d) below to indicate position for statements 5 & 6.

(a) lamiw – inside
(b) tehsahqiw – on top of
(c) neqiw – under
(d) asit – behind

Use the table below for responses.

Statement 1 responses (inanimate – singular)	
Nomihtun tuwihput.	I see a table
Nomihtun mattoktihikon.	I see a phone.
Statement 2 responses (inanimate – plural)	
Nomihtunol wikhikonol.	I see books.
Nomihtunol wikhikeweyal.	I see pencils.
Statement 3 responses (animate – singular)	
Nomiya nutokehkikemit.	I see a teacher.
Nomiya ekehkimut.	I a student.
Statement 4 responses (animate – plural)	
Nomiyak nutokehkikemicik.	I see teachers.
Nomiyak ekehkimucik.	I students.
Nomiyak nisuwok ekehkimucik.	I see two students.
Nomiyak nutokehkikemit **naka** ekehkimu**t**.*	I see a teacher **and** a student.

Statement 5 responses (singular)	
Wikhikewey ote **lamiw** wikhikon**ok**.	The pencil is located **inside** the book.
Wikhikon ote **tehsahqiw** kutoput**ik**.	The book is located **on top** the chair.
Wiwoni-acihikon ote **asit** kutoputik.	The clock is located **behind** the chair.
Wikhikon ote **neqiw** kutoputik.	The book is located **under** the chair.
Statement 6 responses (plural)	
Pilaskul otetul **asit** wiwoni-acihikonok.	The papers are located **behind** the clock.
Wikhikeweyal otetul **neqiw** tuwihputik.	The pencils are located **under** the table.

** **Plural form applies to compound sentences with singular nouns**.*

Vocabulary:

Inanimate Nouns	
ihtolihpultimok	cafeteria
ihtolikehkitimok	school
kutoput	chair
pilasq	paper
mattoktihikon/olnahqapishikon	phone
tuwihput	table
wikhikewey/nutuwikhikon	pencil
wikhikon	book
wikhikonikuwam	library
wikuwamsis	bathroom
wiwoni-acihikon	clock
Animate Nouns	
ekehkimut	student
nihkanatpat	principal
nuci pehkitahsit	janitor
nutokehkikemit	teacher

Supplementary vocabulary:

counting (inanimate)	
pesqon	one
nisonul	two
nuhunol	three
newonul	four
nanonul	five

GCO 1.0 Listening – Suggested Activities

(A) Teach the following vocabulary words using pictures/flashcards of people, places and items found in the school so students can practice. [If time allows, have students create their own labels and mount them around the classroom or school].

ihtolikehkitimok	school	wikhikonikuwam	library
ekehkimut	student	wikhikewey/nutuwikhikon	pencil
nutokehkikemit	teacher	wikhikon	book
nihkanatpat	principal	pilasq	paper
nuci pehkitahsit	janitor	kutoput	chair
ihtolihpultimok	cafeteria	tuwihput	table
wikuwamsis	bathroom		

Identify the use of plurals.

(B) Teach students the proper use of plurals.
   (Tip: The easiest way to distinguish animate and inanimate nouns is by their plural forms.
   Animate plural nouns end in *-k*, and inanimate plural nouns end in *-l*.)

ekehkimuci**k**	students
nutokehkikemici**k**	teachers
wikhikeweya**l**/nutuwikhikono**l**	pencils
wikhikono**l**	books
pilasku**l**	papers
kutoputiyi**l**	chairs
tuwihputiyi**l**	tables

Identify the use of pronouns.

(C) Teach the use of the pronoun (Nil – My).

ntuwikhikewey	<u>my</u> pencil
ntuwikhikon	<u>my</u> book
npilasq**om**	<u>my</u> paper
ntoqtoput	<u>my</u> chair
ntahtuwihput	<u>my</u> table

Note: The possessive prefix is **N** before a noun that begins with a consonant, and **NT** before a noun that begins with a vowel. There are exceptions to this rule.

Identify the use of locatives.

(D) Teach the student the proper use of locatives.
   A locative form is used to show that the noun is a place. For example, on the chair, under the table, at the school. Used to help give the location of another object.

(Locative form)		(Singular form)	(Plural form)
kutoput**ik**	on/under the chair	kutoput	kutoputiyil
tuwihput**ik**	on/under the table	tuwihput	tuwihputiyil
wikhikon**ok**	in/by/on the book	wikhikon	wikhikonol
mattoktihikon**ok**	on/by the phone	mattoktihikon	mattoktihikonol
pilas**kuk**	on/under the paper	pilasq	pilaskul
wikhikewey**ak**/ nutuwikhikon**ok**	on/under the pencil	wikhikewey/ nutuwikhikon	wikhikeweyal/ nutuwikhikonol

See Statement 5 & 6 responses under the "Required" section of this module.

GCO 2.0 Reading – Suggested Activities

Comprehends a short basic text with accuracy in a guided situation [visual or written]. Have students practice reading vocabulary to peers. Use vocabulary from (A), (B) and (C).

Have students match vocabulary of people, places and objects to the accurate location where they are to be labelled in their classroom and around the school. Use vocabulary from (A), (B) and (C).

GCO 3.0 Spoken Interaction – Suggested Activities
Working with peers, students produce a series of simple sentences in guided situations. Students will read the labels they created of people, places and objects to their peers. Use vocabulary from (A), (B) and (C).

GCO 4.0 Spoken Production – Suggested Activities
Produces a series of simple sentences in guided situations. When the students feel confident they can produce the video or power point presentation including audio. Use vocabulary from (A), (B) and (C) Option: Students may take K-2 students on a school tour and read the labels to the students.

GCO 5.0 Writing – Suggested Activities
Produces a series of words about people, places and school objects. Have students label places and items in the classroom and school. Use vocabulary from (A), (B) and (C).
Produces a video or power point presentation of people, places and school objects. Partner students in small groups and have them produce a video and audio or power point presentation with audio of people, places and school objects. Use vocabulary from (A), (B) and (C).

GCO 6.0 Language Development - Word Knowledge and Usage – *Supplementary Content*
Identify the use of plurals. Use vocabulary from (B).
Identify the use of possessive forms. Use vocabulary from (C).
Identify the use of locative forms. Use vocabulary from (D).
Identify the use of inanimate adjective numbers when counting inanimate school objects. Use the supplementary vocabulary – see "counting (inanimate)" table.

Video or Power Point Rubric

	Meets Expectations	Exceeds Expectations
Pronunciation	All words and phrases pronounced <u>clearly</u> and <u>correctly</u>. Using both singular and plural forms. The presentation includes <u>all</u> elements to demonstrate school objects in front of the class. See required content at the beginning of the module as in the examples that follow: <table><tr><td>Q</td><td>Keq nomihtuwon lamiw lamsokuk?</td><td>What do you see inside the room?</td></tr><tr><td>A</td><td>Nomihtun tuwihput naka kutoput.</td><td>I see a table and a chair.</td></tr><tr><td>Q</td><td>Wen nomiyot lamiw lamsokuk?</td><td>Who do you see in the room?</td></tr><tr><td>A</td><td>Nomiya ekehkimut.</td><td>I see a student.</td></tr><tr><td>Q</td><td>Tama ote wikhikon?</td><td>Where is the book?</td></tr><tr><td>A</td><td>Wikhikon ote neqiw kutoputik.</td><td>The book is located under the chair.</td></tr><tr><td>Q</td><td>Tama otetul wikhikeweyal?</td><td>Where are the pencils?</td></tr><tr><td>A</td><td>Wikhikeweyal otetul neqiw tuwihputik.</td><td>The pencils are located under the table.</td></tr></table>	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels Pronunciation is consistently clear and accurate, with a smooth and natural delivery.
	3-4 marks	**5 marks**
Written	All words are <u>correctly</u> written, <u>very</u> neat and <u>all</u> words are legible. The clothing items are labeled and are <u>well organized</u> in a <u>clear</u> format with appropriate labels/pictures.	In addition to the Meets Expectations criteria, the work: Uses additional supplementary terms and labels
	3-4 marks	**5 marks**
Presentation	Includes <u>all</u> elements to introduce school objects. Uses <u>appropriate</u> facial expressions and body movements, The images support the text.	In addition to the Meets Expectations criteria, the work: Holds the audience's attention.
	3-4 marks	**5 marks**

Summary of Selected Projects

Module 1: Greetings

Oral: Self-Introduction

Oral: Peer Introduction

Written: Portfolio Cover

Module 2: Kinship

Oral/Written: Family Tree

Module 3: Feelings

Checklist for Matching

Oral/Written: Feelings Presentation

Module 4: Likes and Dislikes: Food

Oral/Written: Likes and Dislikes

Module 5: Calendar

Picture book: the four seasons and weather

Module 6: Clothing

Oral/written: Clothing [Poster or Fashion Show]

Module 7: School Objects

Oral/written: Video or PowerPoint

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

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

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

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