



KWAK'WALA 5 TO 12

Integrated Resource Package 2010



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This Integrated Resource Package (IRP) provides basic information and guidelines that teachers will need to implement the Kwakwala 5 to 12 curriculum. Brief descriptions of each section of the IRP follow.

THE INTRODUCTION

The Introduction provides general information about the Kwakwala 5 to 12 curriculum, including special features and requirements. It also explains the principles of learning, and provides a rationale for teaching Kwakwala 5 to 12 in BC schools.

THE KWAKWALA 5 TO 12 CURRICULUM

The Kwakwala 5 to 12 curriculum is structured in terms of curriculum organizers. The main body of this Integrated Resource Package consists of four columns of information for each organizer. These columns include:

- prescribed learning outcome statements
- suggested instructional strategies for achieving the learning outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- locally approved learning resources

Prescribed Learning Outcomes

Prescribed learning outcomes are content standards for the provincial education system. Learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are the statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable or measurable terms. All learning outcomes complete the stem: “It is expected that students will...” Outcome statements have been written to enable teachers to use their experience and professional judgement when

planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgement of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies are suggestions only.

Locally Approved Learning Resources

The learning resources in this IRP are materials that have been reviewed and evaluated by the members of the Kwakwala 5 to 12 development team, according to district policy. They are typically materials suitable for student use, but may also include information primarily intended for teachers. Teachers are encouraged to select those resources that they find most relevant and useful for their students. The resources listed in the curriculum section (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer, or provide unique support to specific topics. Appendix B contains a complete listing of all learning resources so far identified to support this curriculum.

THE APPENDICES

A series of appendices provides additional information about the curriculum and further support for the teacher.

- **Appendix A** lists the curriculum organizers for each grade, and summarizes the prescribed learning outcomes in tabular form.
- **Appendix B** consists of general information on learning resources, including a complete annotated list of the learning resources that support this curriculum.
- **Appendix C** contains assistance for teachers related to provincial assessment, evaluation and reporting policy, including sample lesson plans and assessment tools. Prescribed learning outcomes have been used as the source for examples of criterion-referenced evaluation.
- **Appendix D** acknowledges the many people and organizations that have been involved in the development of this IRP.
- **Appendix E** presents two Kwakwala writing systems: the U'mista Alphabet and the North American Phonetic Alphabet (NAPA). A comparison chart is also provided outlining other alphabets used to write the Kwakwala language.

Grade → GRADE 6 • Communicating: Presenting Information ←

Curriculum Organizer

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column lists the specific learning outcomes for each grade and curriculum organizer.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> recognize and use numbers in a variety of conventions - e.g., telling time, writing dates, addresses and phone numbers. produce phrases and simple sentences using learned vocabulary. share information about themselves, their families and community. 	<p>At this level, students should be encouraged to move on from the basic phrases memorized in Grade 5 to independently create phrases and simple sentences using new topical vocabulary. Positive attitudes toward learning and speaking Kwakwala should be encouraged by providing interesting and enjoyable contexts for language use.</p> <ul style="list-style-type: none"> Invite students to take turns opening Calendar Time and giving the time and date in Kwakwala . To develop students' vocabulary and knowledge of Kwakwala numbers, have them play a matching card game. For example, form small groups, and have one person in each group deal out a deck of paired theme-picture cards. In Kwakwala, the dealer asks another group member - e.g., <i>Sgk̄sn̄uɔ̄w̄m̄s̄ w̄s̄ ʔs̄'s̄?</i> (Do you have a five, please?) <p>If there is a match, the dealer gets another turn. If not, the turn goes to the next person. The object is to match all the cards by finding pairs.</p> <ul style="list-style-type: none"> Following a pre-framed model, students construct questions and ask each other about food preferences - e.g., <ul style="list-style-type: none"> <i>Ix̄ ʔx̄m̄s̄āiɔ̄s̄ ʔḡgu?</i> (Do you like strawberries?) <i>Am̄, ix̄ ʔx̄m̄ḡnt̄ʔs̄s̄ ʔḡgu.</i> (Yes, I like strawberries.) <i>K̄'i, i'ʔan̄ ix̄ ʔx̄ ʔs̄ ʔḡgu.</i> (No, I do not like strawberries.) <p>Ask students to summarize their results and report them to the class in one or two sentences.</p>

Suggested Instructional Strategies



The Suggested Instructional Strategies column suggests a variety of instructional approaches, including group work, problem solving, and the use of technology. Teachers should consider these as examples they might modify to suit the developmental level of their students.

Grade → GRADE 6 • Communicating: Presenting Information ←

Curriculum Organizer

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>At this level, students demonstrate their learning through speaking activities and visual representations, with assessment focused on active participation. Students should attempt to use previously learned structures and vocabulary in new ways, and take risks to individualize their work. Assessment activities should support students as they build confidence in their language skills.</p> <ul style="list-style-type: none"> As students share information about their families, look for evidence that they: <ul style="list-style-type: none"> are interested in the backgrounds of others attempt to pronounce and spell Kwakwala words and place names accurately When students present their survey results, family trees, maps, or other projects to the class, look for: <ul style="list-style-type: none"> complete phrases and simple sentence structures use of learned vocabulary and expressions in new contexts visual support such as miming or illustrations use of English to maintain communication when at a loss for words willingness to participate and take risks to extend their language learning attentiveness to others' presentations 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p>  <p>Multimedia Resources:</p> <ul style="list-style-type: none"> Learning Kwakwala Series: <ul style="list-style-type: none"> - Book and CD 2 - My Family, My Friends - Book and CD 3 - Me and My Clothes  <p>Print Materials:</p> <ul style="list-style-type: none"> • 'N̄am̄ L̄am̄ā K̄'wax̄

Recommended Learning Resources

The Learning Resources column is an alphabetical list by media type of the resources that support the prescribed learning outcomes. A complete list including a short description of each resource, its media type and distributor is found in Appendix B of the IRP.



INTRODUCTION

Kwákwala 5 to 12

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Kwakwala education, grades 5 to 12. It provides basic information and guidelines which teachers and schools will need to implement Kwakwala language education at these grade levels. The study of Kwakwala language and Kwakwaka'wakw culture is intended to enable learners to communicate in Kwakwala, and to provide opportunities for students to gain insights into their own cultures and to develop openness to cultural diversity.

PRINCIPLES OF LEARNING

Provincial education programs are based on three principles of learning that reflect current views of how effective learning occurs. They have profound implications for all aspects of the program, such as the roles of student and teacher, the kinds of learning resources that are chosen, and the type of assessment that occurs. The development of this Kwakwala 5 to 12 IRP has been guided by and incorporates these principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE

Kwakwala, like most other Aboriginal languages in British Columbia, is in an endangered and critical state, and faces extinction within two or three generations unless immediate and serious measures are taken to retain and revive our language. At present, most of the remaining speakers of Kwakwala are over fifty years of age. During the last thirty years, English has come to be spoken more commonly

in the homes of Kwakwaka'wakw people, especially among the younger generations.

The main reasons for the decline of Kwakwala are the oppressive policies of the church and the state since the early twentieth century, which have had far reaching and devastating results for our language, culture and people. In particular, the Residential Schools, which specifically forbade the use of our Kwakwala language, had a serious impact on our younger generations' ability to speak it, and on the older generations' willingness to use and teach it.

Despite the trauma our communities face as a result of this loss of our language, there is an overwhelming consensus among our hereditary chiefs, Elders, and younger generations that Kwakwala must be saved, and that younger generations should learn our language and use it in our communities and families. We regard our language as an essential vehicle for our cultural identity and for the self-expression of our people.

Next to the home and community, we see the education system as one of the avenues for keeping our language and culture alive and passing it on to the younger generations within the Kwakwaka'wakw community, as well as among other Aboriginal and non-Aboriginal students. In this context, our hereditary chiefs, Elders, parents and educators strongly support the availability of Kwakwala language instruction in public schools and band-operated schools, as it will contribute to the revitalization of our language among the younger generations.

Kwakwala 5-12 will provide Aboriginal and non-Aboriginal students alike with a variety of linguistic and cultural experiences in order to better appreciate Kwakwaka'wakw culture, and Aboriginal cultures in general, within the Canadian cultural mosaic. Kwakwala language education supports and enhances the self-esteem of Kwakwaka'wakw students, and increases cross-cultural communication by encouraging students of various backgrounds to learn

together and interact with each other. Learning Kwakwala also gives students the opportunity to strengthen their understanding of their first language as they relate and compare it to Kwakwala.

With the approval of this Kwakwala 5-12 Integrated Resource Package, the study of Kwakwala can now be used to meet the BC Ministry of Education's requirement for second language study in grades 5 to 8, as well as for second language elective credit at the senior high school levels. The curriculum set out in this IRP is designed to serve the learning needs of all students, whether or not they have exposure to the language in the home. Bilingual education will not only foster the appreciation of Kwakwaka'wakw culture and language, but will also encourage and initiate the revival of fluency in Kwakwala among children and young adults. We also expect that it will lead to an increased appreciation of our language among non-Kwakwaka'wakw students.

THE KWAKWAKA'WAKW PEOPLE

Kwakwala is the language spoken by the Kwakwaka'wakw, the Aboriginal people who have lived for thousands of years on the central coast of what is now British Columbia, in an area comprising approximately 33,000 square kilometres. The traditional territories of the Kwakwaka'wakw cover the region from Cape Mudge near Campbell River to the Scotts Islands north of Vancouver Island, the adjacent mainland of British Columbia northward to Smith Sound, and several villages located on islands between Vancouver Island and the mainland. (Adapted from *The Living World: Plants and Animals of the Kwakwaka'wakw*, 1998)

Kwakwala is a unique language originally spoken in the following Central Coast communities by the following tribes.

(Where a tribe's name is marked with a *, it indicates that this traditional village site is no longer inhabited, and the people now live in

other communities. Names marked with a + mean two tribes have joined to become one and have been relocated. The remaining tribes are still in their own villages.)

Important note: The order in which the tribes are listed is of cultural importance. During Kwakwaka'wakw ceremonies, this is the order in which the tribes speak. This is recognized by all the tribes that speak the Kwakwala language.

Tsaxis (Fort Rupert) by the Kwaguł

*Mimkwamlis (Village Island) by the Mamalilikala

*Yalis (Alert Bay) by the Namgis

*Kalugwis (Turnour Island) by the Ławifsis,

*Dzawadi (Knight Inlet) by the A'wa'etłala

T'sadzis'nukwame' (New Vancouver) by the Da'naxda'xw

*I'tsikan (Etsekin) by the Ma'amtagila

Gwa'yi (Kingcome Inlet) by the Dzawada'enuxw

Gwayasdam's (Gilford Island) by the Kwikwasuñinuxw

*Ał'ałxu (Wakemen Sound) by the Haxwa'mis Hegam's (Hope Town), by the Gwawa'enuxw

+Ba'a's (Blunden Harbour) by the Nałwaxda'xw

+Takus (Smith Inlet) by the Gwa'sala

Xwatis (Quatsino) by the Gusgimukw

*Oyagam'la (Winter Harbour) by the Gwa'sinuxw

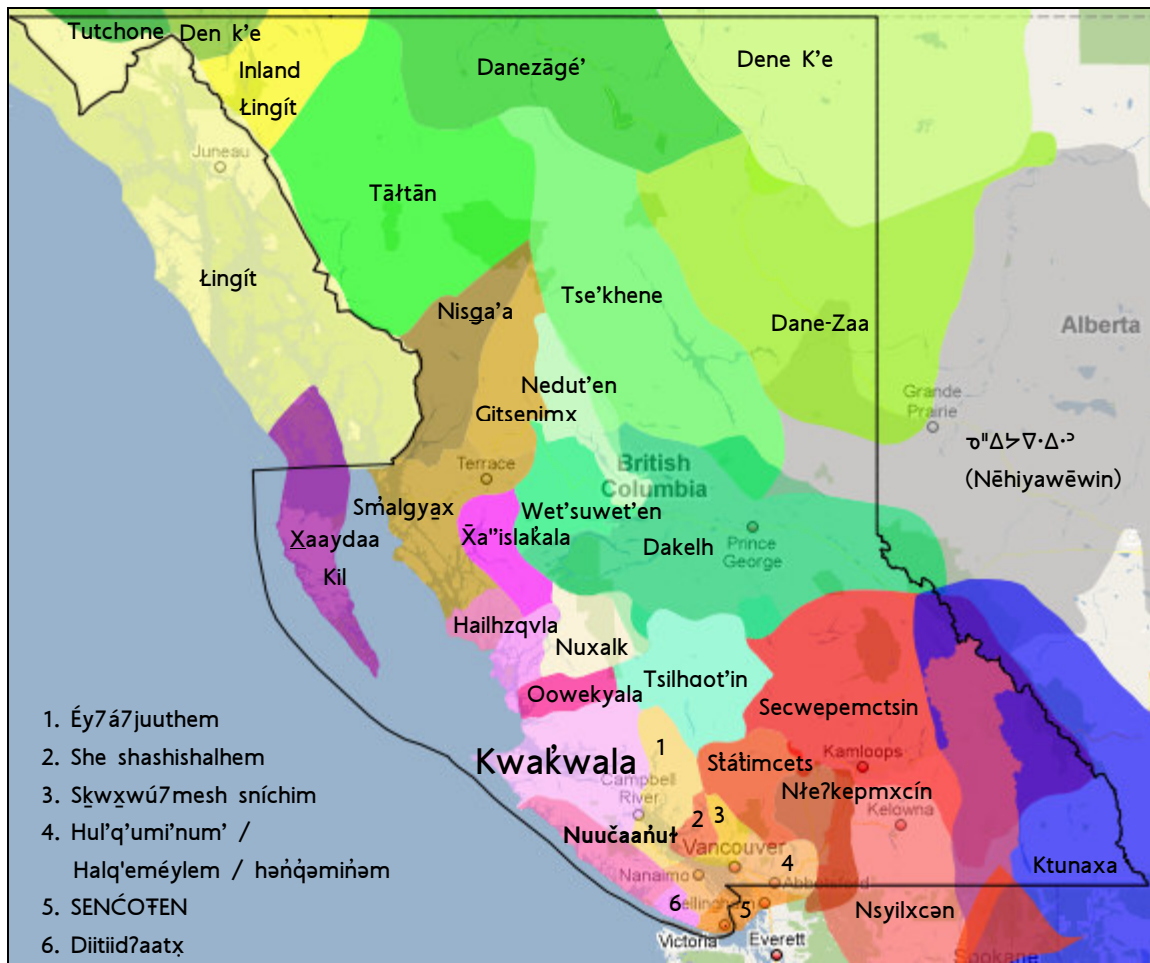
*Xwamdasbe' (Hope Island) by the T'łat'łasiłwala

T'sakwalotan (Cape Mudge) by the Wiweka'yi

T'łamataxw (Campbell River) by the Wiwekam

(U'mista Cultural Centre, 1980; spellings revised 2010.)

The following maps show the area where Kwakwala is spoken within British Columbia, and the current locations of Kwakwala speakers' communities.



First Nations Languages of British Columbia.

Based on the *First Peoples' Language Map of British Columbia*, developed by the First Peoples' Heritage, Language, and Culture Council. <http://maps.fphlcc.ca> (This map is intended to provide a general guideline as to where each First Nations language is spoken. It is not to be used for Treaty purposes.)



Current locations of Kwakwala speakers' communities.

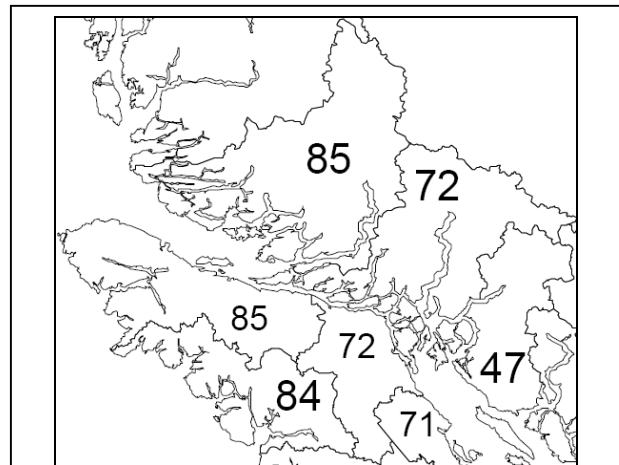
Based on the *First Peoples' Language Map of British Columbia*, developed by the First Peoples' Heritage, Language, and Culture Council. <http://maps.fphlcc.ca> (Unlabelled pink dots represent communities which speak other First Nations languages. This map is intended to provide a general guideline as to where each First Nations language is spoken. It is not to be used for Treaty purposes.)

BC SCHOOL DISTRICTS IN KWAKWAKA'WAKW TERRITORY

As the map at right illustrates, most of Kwakwaka'wakw territory is covered by School District 85 (Vancouver Island North), and School District 72 (Campbell River).

Development of this Integrated Resource Package was initiated by School District 85, as Northern Kwakwala schools and language activists expressed a need for an IRP which honours the different dialects spoken and writing systems used in their communities. Two earlier documents provided the source material for this IRP: the Liq'wala / Kwak'wala 5-12 IRP developed by School District 72, and Kwakwala 5-7 IRP developed by Donna Cranmer of T'hisalagi'lakw School, and the 'Namgis Education Council in Alert Bay.

The School District 85 Board of Education and First Nations Education Council would like to acknowledge the contributions of Donna Cranmer, T'hisalagi'lakw School,



BC School Districts in Kwakwaka'wakw territory.

(Excerpt from the 1996 *British Columbia School Districts* map produced by BC Stats.

<http://www.bcstats.gov.bc.ca/DATA/POP/maps/SD96.pdf>)

and the 'Namgis Education Council in developing curriculum and activities for grades 5 to 7, as well as our colleagues in School District 72 for allowing us to adapt their IRP to create the Kwakwala 5-12 IRP.

KWAKWALA DIALECTS

A dialect is a unique version of a language that is spoken in a particular local area. The Kwakwala language has numerous dialects, some of which include Bakwamk'ala, T'lat'lasikwala, Gu'f'sa, 'Nakwala, Kwakwala and Liq'wala. These dialects are spoken in the different Kwakwaka'wakw communities, as well as by Kwakwaka'wakw people who live in urban areas such as Nanaimo, Victoria and Vancouver.

“Although we have a common language which we call Kwakwala, our speakers and Elders recognize and respect small differences in speech by our communities.”

(The Living World: Plants and Animals of the Kwakwaka'wakw, 1998)

To honour all dialects, this IRP does not prescribe particular words, phrases, or spellings. No dialect is considered more “correct” than another, and the language examples in the IRP represent various dialects.

The Kwakwala words, phrases, and sentences included for each grade are simply examples, and teachers are encouraged to modify them to reflect local pronunciation, spelling conventions and usage. Thus, the IRP can be used in any system that desires to teach Kwakwala without imposing the dialect of one area on another.

This IRP is intended to guide the teacher in providing students with a rich continuum of experiences as they become proficient speakers of Kwakwala. It is a broad outline for

delivering a structured Kwakwala language program throughout grades 5-12. This structure may be used successfully to teach any dialect of Kwakwala at all levels.

This IRP also includes two Kwakwala writing systems. Kwakwala language examples in the Grades 5 to 7 and Introductory 11 sections are written in the U'mista Alphabet, while examples in the Grades 8 to 12 sections written in a version of the North American Phonetic Alphabet. (Titles of learning resources are reproduced in the writing system each resource was written in.) Please see Appendix E for more information on Kwakwala writing systems.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

The Kwakwala 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach, the focus of instruction is the purposeful use of language to perform real-life tasks, share ideas, acquire information, and get things done. Grammar instruction plays a supportive role, to provide useful strategies to facilitate communication and comprehension. The communicative-experiential approach is guided by an educational philosophy that includes the following principles:

- As much as possible, language learning should emulate authentic language use.
- The goal of language learning is performance with language rather than knowledge about the language.
- Language learning is not additively sequential, but recursive. That is, as students learn new vocabulary and structures, they return to and build on what they already know.
- Language learning is paced differently at various stages of acquisition.
- Language learning is *not* the accumulation of perfectly mastered elements of grammar, vocabulary, and pronunciation. Thus, learner

errors are to be expected. As students are exposed to more and more language, the language they can produce becomes more like the speech of a first-language speaker.

- Language proficiency involves both comprehension and production. Students' abilities to understand a new language tend to precede and exceed their abilities to speak and write it.
- Language is inextricably bound to culture. Language use requires an understanding of the cultural context in which communication takes place.
- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful language learning.
- Students' ability to perform with language is facilitated when they actively engage in meaningful, authentic, and purposeful language-learning tasks.
- Assessment reflects instructional goals and is performance-oriented.
- Technology and textbook materials play supporting roles for language-learning goals; they should not determine curriculum.

(Adapted from "Teaching and Learning K-12 Authentic Instruction Communication", Section 7. 19, *ASCD Curriculum Handbook*, September 1994.)

PRESCRIBED LEARNING OUTCOMES

In following the communicative-experiential approach, prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed, not in terms of language items to be mastered. Where possible, the prescribed learning outcomes show progression through the grades.

Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensibly and appropriately. Assessment and evaluation do not focus on the mastery of grammar for its own sake.

However, taken in context, grammar instruction can play an important supporting role in the communicative-experiential approach. In order to preserve the richness and integrity of our language to the best extent possible, Kwakwaka'wakw Elders feel that it is vital that students of Kwakwala learn not only to make themselves understood, but also to use the language in its full complexity. By necessity, this will include students' knowledge and eventual mastery of all Kwakwala sounds, grammatical concepts, and the meaning and cultural context of vocabulary. Students must learn to read, write, and create in Kwakwala to ensure a deep understanding of the workings of the language.

Unlike world languages which have been incorporated into British Columbia second language curricula (e.g., French, German, Punjabi, Chinese), the Kwakwala language does not have the luxury of having a wide variety of resources, materials and speakers. Students will, to some extent, be creating their own materials in the Kwakwala language to serve as resources. To this end, students need to be equipped with knowledge of the structure of the language.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; recognizing, using, and adapting language patterns; using a variety of writing processes such as brainstorming, sharing, revising, editing, and publishing; and using context to support and extend language learning. When students apply a range of specific strategies to their language learning, they are better able to understand information, clarify and negotiate meaning, and generally communicate more effectively.

The Language-Learning Strategies chart on the following page shows a cumulative range of strategies suggested for each grade. Students should be encouraged to build a repertoire of these strategies in all grades. By Grade 12, students should be using the full range of strategies.

Language-Learning Strategies Chart

As students progress through the grades, they should develop and apply a range of strategies to assist their comprehension and expression. Students need experiences that encourage them to:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> • use visual aids, actions, lists, and pre-framed models • use visual and contextual clues to guess meaning • use mime, gesture, and props to help convey meaning • use repetition, alone or with others, to practice and reinforce new vocabulary and language patterns • listen to and practice pronunciation of the written word • record ideas or expressions with visual images, symbols, and basic KwaŃwala words • derive meaning by listening attentively and participating fully in activities 	<ul style="list-style-type: none"> • use prior knowledge of a topic to predict meaning • use formula phrases, including greetings and expressions of politeness • actively seek help by asking for clarification and repetition • connect new topics to their own experiences • use some English or mother-tongue words, if necessary, to maintain communication • develop and use notebooks and personal dictionaries to record new vocabulary 	<ul style="list-style-type: none"> • recognize known KwaŃwala words and word-parts in new contexts • ask for specific words in KwaŃwala, if necessary, while continuing communication • listen to and practice pronunciation of the written word • group new items into meaningful categories • self-evaluate progress by comparison with earlier performance or against individual goals • continue to record new vocabulary and phrases
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> • recognize and use common patterns • adjust the message in order to use known expressions and vocabulary • use word web charts, tables, and other graphic organizers to support oral and written expression • reflect on learning by recording goals, successful strategies, and new vocabulary and phrases 	<ul style="list-style-type: none"> • listen, view, and read selectively to focus on key information • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • recognize cognates • use a variety of writing processes • plan ahead for communicative activities by anticipating language and resources needed 	<ul style="list-style-type: none"> • take risks with the language to extend language boundaries • use a variety of reference materials, including dictionaries, for comprehension and production • set goals in language skills and monitor their progress
Grade 11	Grade 12	Introductory Grade 11
<ul style="list-style-type: none"> • rephrase in KwaŃwala to compensate for unknown expressions • make notes to use as a reference for oral and written production • actively review common, useful expressions and patterns to refine communication • self-monitor and correct recurring or significant errors in communication 	<ul style="list-style-type: none"> • negotiate meaning by using questions in KwaŃwala and other techniques for clarification • summarize information in oral, graphic, and written form • use dictionaries, grammars, and other reference materials for clarity of comprehension and expression • seek out and create practice opportunities in and out of the classroom 	<ul style="list-style-type: none"> • use visual and contextual clues to guess meaning • use mime, gesture, and props to help convey meaning • use prior knowledge to predict meaning by connecting new topics to their own experiences • listen to and practice pronunciation of the written word • recognize and use common patterns • tolerate ambiguity of meaning when unable to understand fully • transfer and adapt known structures to convey meaning in new contexts • use a variety of reference materials, including dictionaries, for comprehension and production • set goals in language skills and monitor their progress

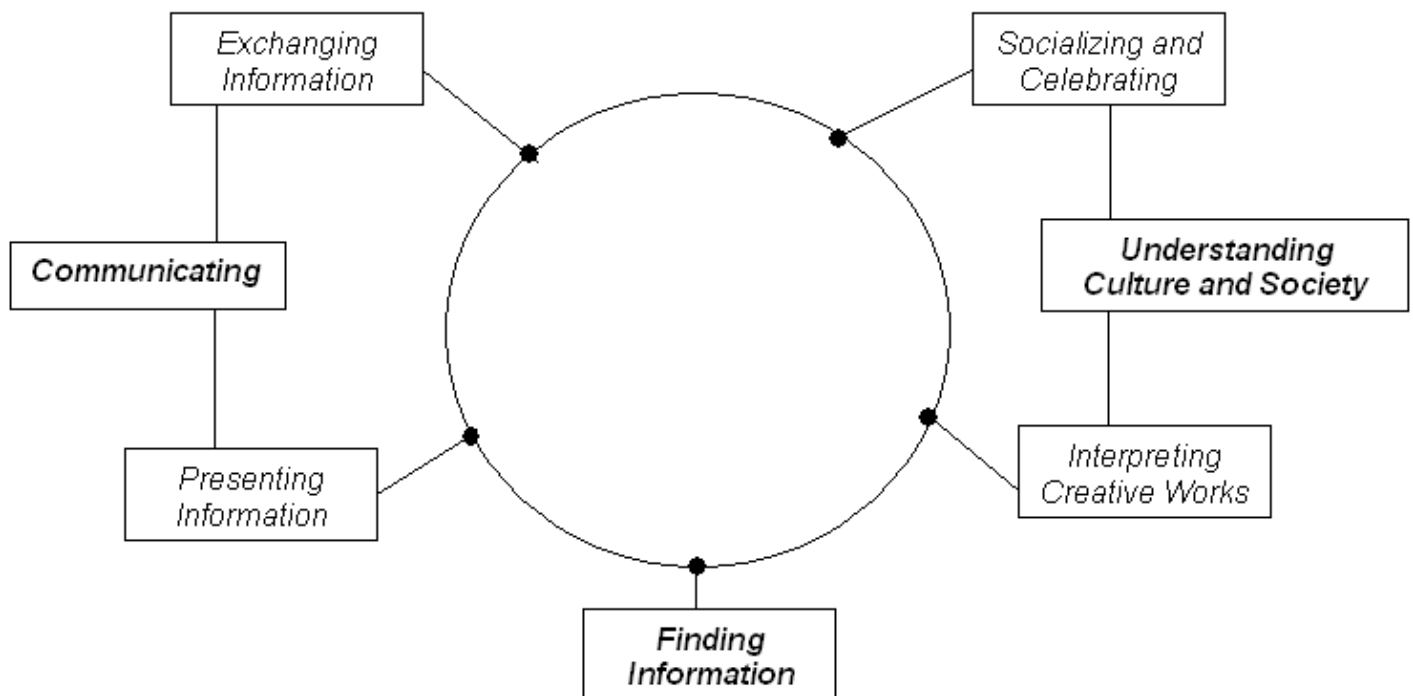
CURRICULUM ORGANIZERS

The components of this IRP are categorized under three curriculum organizers, based on common reasons people have for wanting to learn an additional language. Two of the organizers have been divided into specific sub-organizers, which are described in detail on the following pages. The curriculum organizers are:

- **Communicating:**
 - *Exchanging Information*
 - *Presenting Information*
- **Finding Information**
- **Understanding Culture and Society:**
 - *Interpreting Creative Works*
 - *Socializing and Celebrating*

These curriculum organizers have been used to group the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and locally approved learning resources. These organizers are practical and purposeful. They allow language program developers to address such matters as cross-curricular integration and diverse learning rates, styles, and needs.

The curriculum organizers focus attention on the most important reasons for studying Kwakwala. However, as the chart below shows, they do not stand in isolation, but are interrelated on a continuum. Learning outcomes in one organizer may be related to those in adjacent organizers. (For example, *Finding Information* emphasizes skills for locating and expressing key information from Kwakwala sources. These skills might also be used in the study of stories and songs in *Interpreting Creative Works*, or in preparing and giving a speech in *Presenting Information*.) In the classroom, the organizers should not be treated separately, but should be integrated into most activities.



Whenever possible, teachers should use and encourage the use of Kwakwala. It is assumed that all the learning outcomes listed are to be accomplished in Kwakwala. There are times, however, when English will be necessary to complete a task or provide supporting details for a learning activity. Information sources must be in Kwakwala for projects under the *Communicating and Finding Information* curriculum organizers, although sources may be in English for the *Understanding Culture and Society* organizer.

Communicating

A fundamental aim of Kwakwala language education is to enable students to communicate with others in Kwakwala. Learning outcomes listed under this organizer provide opportunities for students to use the Kwakwala language to establish and maintain relationships, share ideas and opinions, and complete real-life tasks. **This organizer embraces a variety of communication skills – listening, speaking, viewing, representing, reading, and writing – in order to reach students with a wide range of abilities, language traditions, and backgrounds.** It emphasizes authentic language-learning experiences and the application of a range of language-learning strategies. Teachers and students are encouraged to use an ever-increasing amount of Kwakwala in all activities and interactions, and students are encouraged to take risks to communicate in Kwakwala.

This organizer is divided into two sub-organizers: *Exchanging Information* and *Presenting Information*.

Exchanging Information focuses on conversation and interaction: greeting people, asking for and providing information, making and responding to suggestions and requests, expressing needs, feelings, and opinions, and taking part in discussions.

Presenting Information reflects the Kwakwala tradition in which one person shares information in an extended speech and others listen respectfully before taking their turns to speak. This sub-organizer focuses on individual students producing connected speech and text to accomplish communicative functions such as narrating events in sequence, describing, instructing and explaining, making comparisons and giving advice.

Finding Information

It is important for students to develop the ability to understand and acquire information from original sources in Kwakwala in order to complete authentic tasks. An authentic task is one that engages students in thoughtful learning and is meaningful and relevant to their lives.

In the process of acquiring information from sources that are appropriate to their interests and age levels, students are encouraged to take risks, and to apply a range of language-learning strategies to assist their comprehension and expression.

As has been noted above, far fewer print and audiovisual materials exist in Kwakwala than in English or other world languages. Furthermore, in order to teach Kwakwala authentically within the norms of Kwakwala culture, instruction must build on information that can be acquired from Elders and fluent speakers of the language. Therefore, all learning activities in the *Finding Information* organizer include the acquisition of information from Elders and fluent speakers. Acquisition of information from Elders and fluent speakers also compensates for the relatively few material resources that exist at present which feature authentic situations in contemporary everyday life.

Understanding Culture and Society

This organizer is divided into two sub-organizers: *Interpreting Creative Works* and *Socializing and Celebrating*.

Interpreting Creative Works has a special focus on the Kwakwala oral tradition, and asks students to draw on their skills for acquiring information as they interpret stories, songs and chants. As students learn a language most effectively when they experience and enjoy it through a wide variety of creative works, this sub-organizer also suggests opportunities for students to experience and interpret forms such as visual art, carving, dance and movement, music and film. Stories, songs, and other creative works may be presented in a variety of formats: by Elders or members of the cultural community, in print, on audio or video recordings, or through the Internet.

Students will be motivated to continue their language studies in Kwakwala when they have frequent opportunities to view, listen to, eventually read, and respond to creative works in various ways. Students should be exposed to a wide range of creative works representative of the Kwakwala-speaking world, beginning with aural and visual works and progressing to written works as students' language skills develop. Over time, students should be able to produce a variety of visual, oral, and written responses based on Kwakwala-language resources.

Many opportunities to experience creative works are interwoven into Kwakwaka'wakw culture in social situations and celebrations. *Socializing and Celebrating* focuses on using Kwakwala for appropriate behaviour in social contexts and at community events.

Students will be motivated to continue their language studies when they have frequent opportunities to participate in Kwakwala culture and communicate with members of the community in Kwakwala. Students need

opportunities to explore a variety of cultural experiences in order to appreciate Kwakwaka'wakw culture and other Aboriginal cultures within the Canadian cultural mosaic. Through exploring the Kwakwala language and Kwakwaka'wakw culture, students develop an understanding of Kwakwaka'wakw perspectives and a better appreciation of the role of other cultures, as well as their own. Teachers are encouraged to explore, wherever possible, cultural opportunities that exist within their local communities.

INTEGRATION WITH OTHER CURRICULA

When teachers and students see Kwakwala as a practical means of communication and not just a narrow field of language study, many opportunities open up for integration with other curricula. **The prescribed learning outcomes are deliberately open-ended in nature to encourage teachers and students to make links to other areas of study such as job interviewing, mapping, graphing, music, or art.** In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. Integration in the elementary classroom is easier, and may begin with daily routines and procedures conducted in Kwakwala. In this way, students will see Kwakwala as a useful means of expression: a living language and not just another school subject.

SPLIT CLASSES

When teaching multi-level classes, teachers are encouraged to use the same themes for both grades if possible, alternating the set of themes each year. The final task for each theme should allow for a wide range of performances so students at all levels of ability continue to learn and be successful. For example, a theme on clothing may have partners or small groups working toward a fashion show with oral presentation. Younger students might use less

language and more props, or complete a different task, such as role-playing a clothing purchase.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. **These strategies are suggestions only. They are designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes.** The strategies may be teacher-directed, student-directed, or both. There is no one-to-one relationship between the learning outcomes and the instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. **It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of their students and to respond to local requirements.**

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance, and provide examples of criteria for assessing how well the students have met the prescribed learning outcomes. Teachers determine the best assessment methods for gathering this information.

The assessment strategies and criteria examples are always specific to each curriculum organizer. Some relate to particular activities, while others are general and could apply to any activity. **It is expected that teachers will adapt, modify, combine, and organize assessment strategies to meet the needs of their students and respond to local requirements.**

ASSESSMENT IN KWAƁWALA

Since language is acquired in a spiraling and recursive process, students will thrive in a stimulating environment where risk-taking is nurtured and errors are viewed as a natural and informative part of language development. When students understand the role of errors, they are able to make confident decisions about when to take risks and when to edit carefully for accuracy. Much of the assessment data teachers collect is based on observation of students and their willingness to take risks to use Kwakwala.

ORAL, AURAL, AND LITERACY SKILLS IN KWAƁWALA

In accordance with the urgent need to preserve Kwakwala and to create a new generation of speakers and users of the language, oral and aural competence (speaking and understanding) are the primary goals of this Kwakwala program. The precedence of oral competence is supported by its traditional role in Kwakwala'wakw culture, where all the knowledge was transmitted orally, and was committed to memory to be passed on to others and to the next generation. To this day, most speakers of Kwakwala do not write it. Kwakwala has only existed in written form for about one hundred years, and thus, at present, a limited amount of written material exists in the language. However, Kwakwala teachers and Elders recognize that in the contemporary world, the written language has many useful functions, including the following:

- Learning a Kwakwala alphabet is a useful way to learn the complex sound system of the language.
- Reading and writing can function as mnemonic devices – that is, they can help learners to memorize words and language structures.
- Literacy in Kwakwala allows learners and speakers to communicate with one another in writing, and helps students in acquiring information.

- Writing and reading have a function in the production and use of multimedia materials.

For these reasons, literacy is a secondary goal of our Kwakwala program. Learning to read and write Kwakwala will be phased in slowly from grades 5 to 7.

In British Columbia second language curricula, assessment places equal emphasis on listening, speaking, and reading in grades 5 to 7. From grades 8 to 12, equal emphasis is placed on listening, speaking, reading, and writing. Final evaluations in grades 8 to 12 therefore base 50% of the total grade on oral and aural skills.

This balance in emphasis validates the speaking and listening skills which are essential to oral-based languages such as Kwakwala. However, the percentage of grades based on oral and aural skills may be adjusted for oral-based languages.

ABOUT ASSESSMENT IN GENERAL

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, what they are able to do, and what they are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent goals, and determine areas for additional instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focuses on the critical or significant aspects of learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and expectations.

Evaluation involves interpreting assessment information in order to make further decisions, such as setting student goals, making curricular decisions, and planning instruction. Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgements about student performance in relation to learning outcomes.

Students benefit when teachers provide evaluation on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgement, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to paper-and-pencil tests. Appendix C includes a more detailed discussion of assessment and evaluation.

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that this IRP addresses relevance, equity, and accessibility issues. Wherever appropriate for the subject, these issues have been integrated into the learning outcomes, suggested instructional strategies, and suggested assessment strategies. Although an exhaustive list of such issues is neither practical nor possible, teachers are encouraged to continue to ensure that classroom activities and resources also incorporate appropriate role portrayals, relevant issues, and examples of themes such as inclusion and acceptance.

The ministry, in consultation with experienced

teachers and other educators, has developed a set of criteria to be used to evaluate learning resources. Although they are neither exhaustive nor prescriptive, most of these criteria can be usefully applied to instructional and assessment activities as well as to learning resources. See pages 28 through 43 of the ministry document *Evaluating, Selecting, and Managing Learning Resources (2002)* for brief descriptions of these criteria, grouped under headings of *Content, Instructional Design, Technical Design, and Social Considerations*. This document has been distributed to all schools. Additional copies are available from Government Publication Services, order number RB0142, or on the ministry web site.

EXEMPTIONS FROM THE LANGUAGE POLICY

Ministry of Education policy states that all students must take a second language as part of the required curriculum in grades 5 to 8. Students may be exempted from the second language requirement. An exemption may apply to a student who is:

- identified as a student with special needs or receiving English as a Second Language service, **and**
- unable to demonstrate his or her learning in relation to the outcomes in a course or subject and grade for which the minister has prescribed an educational program guide.

ESL STUDENTS AND SECOND-LANGUAGE STUDY

Teachers of students for whom English is a second language will need to be sensitive to the varying rates at which these students develop communication skills. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instructions, incremental introduction of language-learning skills, frequent review, and

use of graphic organizers (key visuals). Kwakwala teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students. When teachers provide instruction in Kwakwala, ESL students are placed on an equal footing with their classmates.

STUDENTS WITH SPECIAL NEEDS AND SECOND-LANGUAGE STUDY

Although ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students.

Students representing a wide range of special needs could successfully participate in this course because it uses a communicative-experiential approach. Teachers may need to adapt instructional strategies, activities, and evaluation methods for some students. For example, students with sensory impairments may need amplification or additional description to “view” videos.

Decisions to exempt a student from taking a second language should be made only after considering assessment information about the student’s cognitive, sensory, or physical disabilities. When an individual student is exempted due to special needs, the exemption must be documented as part of the Individual Education Plan (IEP). For example, students who are deaf might have difficulty with oral sections of a second-language curriculum. Students who are experiencing difficulty establishing communication might concentrate on developing a communication system such as Bliss symbols or voice-activated technology. Students with language-processing disabilities may have difficulties that preclude second-language study. Such exemptions should include consultation with parents or guardians as part of the IEP process.

The following teaching strategies might be used to assist students with special needs in the Kwakwala-learning classroom.

- **Adapt the Environment**
 - Cluster students with particular gifts or needs.
 - Use community resources for extension and research.
 - Make use of preferential seating to enhance research.
 - Create a space with minimum distractions.
 - Change the location of the learning activity to optimize concentration.
 - Make use of co-operative grouping or pairing of learners.
- **Adapt Presentation or Instruction**
 - Provide extension activities for students with special gifts and talents.
 - Offer choices for self-directed learning.
 - Provide advance organizers of key information.
 - Demonstrate or model new concepts.
 - Adjust the pace of activities as required.
 - Change the wording of questions or instructions to match students' level of understanding.
 - Provide functional, practical opportunities for students to practice skills.
- **Adapt Materials and Equipment**
 - Make the organization of activities more explicit (e.g., colour-code the steps used to complete a task).
 - Use manipulatives and other support materials.
 - Provide large-print charts or activity sheets.
 - Use opaque overlays for text pages to reduce the quantity of visible print.
 - Highlight key points in written material.
 - Provide software with variable font sizes.
 - Use adapted computer hardware and appropriate software.
 - Provide alternative resources on the same concepts at an easier comprehension level.
 - Provide or arrange for opportunities for independent study (e.g., CD-ROM).

- **Adapt Methods of Assistance**
 - Train and use peer tutors to assist students with special needs.
 - Arrange for teacher assistants to work with individuals or small groups.
 - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.
- **Adapt Methods of Assessment**
 - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
 - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time limits, teacher-student conferencing).
 - Set short-term, achievable goals with frequent feedback.
 - Provide opportunities for students to assess progress and set their own goals.

LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in Kwakwala. The curriculum focuses on the purposeful use of Kwakwala to perform real-life tasks, share ideas, acquire information, and enhance understanding of culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach. Interaction with community resource people, Elders and fluent speakers, can enhance language acquisition and provide opportunities to communicate in Kwakwala.

In order to help students achieve communication goals and carry out real-life tasks while learning Kwakwala, learning resources should reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include newsletters, web sites, information about entertainment, business, employment, food, holidays and celebrations, and artwork and artifacts reflecting the culture

of the Kwakwaka'wakw community. When authentic materials are not available in Kwakwala, substitute materials may be mocked up to enhance students' experience of Kwakwala as a living language. In addition, community resource people, Elders and speakers of Kwakwala can enhance language acquisition and provide students with opportunities to communicate in the Kwakwala-speaking community. At the request of Kwakwala teachers and Elders, we have included Elders and speakers as human resources in the Learning Resources columns for each grade.

Ministry Procedures for Selecting Recommended Resources

The Ministry of Education promotes the establishment of a resource-rich learning environment of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and digital resources, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practicing teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use other resources to meet specific local needs must have these resources evaluated through a local district approval process. Students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

The ministry considers special-needs audiences in the evaluation and annotation of learning resources. As well, Braille and taped-book formats versions of Grade Collection resources are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended materials* or *locally evaluated materials*.

Provincially Recommended Materials

These materials have been evaluated through the provincial evaluation process and have received Minister's Order.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

Kwakwala language instruction depends entirely on locally developed resources. The locally evaluated resources listed in this IRP have been approved for use according to district policies.



CURRICULUM

Kwakała 5 to 12

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> recognize and form the characters of the selected Kwakwala alphabet. use and respond to simple memorized questions and commands. recognize and respond to strong warnings e.g., <i>Yetʔotʔala! (Be careful!)</i> recognize gestures and expressions that accompany requests. express basic needs and emotions using memorized phrases - e.g., <i>Kʼanaʼisan. (Iʼm cold.), Laʼexsdan laxa laxlagas? (I need to go to the washroom.)</i> ask for help - e.g., <i>Iʼsan aʼyusala (I donʼt understand.)</i> identify and pronounce high frequency and meaningful words (e.g., common objects, actions, places, and names and/or roles of people). follow simple classroom instructions. demonstrate an understanding of the context for words learned (e.g., questions and responses). 	<p>For many students, this is their first exposure to a second language. Because Grade 5 sets the stage for years to come, it is important that the experience be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, practice, and “play” with the language. Routinely give classroom instructions in Kwakwala instead of English. Encourage students to use drawings and other visual aids as well as non-verbal gestures to extend communication. Give students some background information about the current state of Aboriginal languages, including Kwakwala, and the need for children and young adults to learn Kwakwala in order to prevent its extinction.</p> <ul style="list-style-type: none"> Play alphabet games, such as Letter Bingo or Hangman to provide extra practice in recognizing the letters of the Kwakwala alphabet. Play Inside / Outside Circles: Students form two circles, one inside the other. As the music begins, the students walk in opposite directions. When the music stops, students quickly exchange as much information as possible before the music starts again - e.g., <ul style="list-style-type: none"> - <i>Angwaxʔas?</i> (What is your name?) - <i>Heʼman dtigami _____.</i> (My name is _____.) - <i>Las gansʼanxila?</i> (How old are you?) - <i>Laʼman nakaxʼanxilaʼ.</i> (I am ten years old.) Ask students to choose a topic for a class survey - e.g., favorite food, activity, or music. Begin with a class brainstorm of helpful vocabulary. Accept suggestions in English but record them in Kwakwala. In pairs, students use a pre-framed structure to gather information - e.g., <ul style="list-style-type: none"> - <i>Masis ixʼagaʼyoʼos?</i> (What do you like?) - <i>Ixʼakan tʔax _____.</i> (I like _____.) <p>When they have completed their survey, students may graph their findings.</p> Play vocabulary games such as Hidden Card, Name That Animal, Win, or Hot Potato to practice new vocabulary. Give students a list of words in Kwakwala and corresponding pictures, and have them match the words to the pictures. Present routine classroom instructions and associated expressions in Kwakwala and post these on the bulletin board for reference. Play miming games (e.g., Classroom Commands) to deepen students’ understanding of the meanings of key commands.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students often feel awkward attempting to communicate in a new language. In a supportive environment, they can begin to feel more comfortable and gain satisfaction from exploring and demonstrating their new skills. Assessment should encourage risk-taking and participation, rather than emphasize correctness. Provide frequent opportunities for self- and peer assessment.

- When students exchange information in the Inside-Outside Circles game, look for evidence that they:
 - use appropriate volume
 - speak clearly
 - approximate Kwakwala pronunciation
 - speak more than once to each partner
- After students have been introduced to new vocabulary and structures, have them demonstrate their learning by drawing pictures in response to oral directions given in Kwakwala - e.g., *xw_ulta*. They could also sketch, use pictures, or create computer graphics to show their understanding of a brief oral story or paragraph.
- As students participate in oral activities (carrying out instructions and responding to commands and prompts in Kwakwala), keep a checklist to record their comprehension skills, and later speaking skills. Observe and note how well students:
 - listen actively to follow instructions
 - choose appropriate expressions from those they have practiced
 - take risks to speak in Kwakwala
 - experiment with sounds and words
 - participate willingly using Kwakwala
 - support and encourage each other
- To encourage self-assessment, at the end of the class have students record in words, symbols, and sketches one or two ideas they remember. From time to time ask students to review their lists and highlight a word, expression, or item that is particularly:
 - interesting
 - useful
 - surprising
 - difficult to remember
 - fun to say

Look for evidence that students are interested in and able to reflect on the language they are learning.

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwakwala Phrasebook DVD*

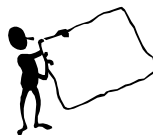


Kwakwaka'wakw Elders and Kwakwala Speakers



Multimedia Resources:

- *Kwakwala Phrasebook*
- *Learning Kwakwala Series:*
 - *Book and CD 1 - My Village, My House*
 - *Book and CD 2 - My Family, My Friends*
 - *Book and CD 3 - Me and My Clothes*
 - *Book and CD 4 - Dogs, Cats and Crows*
 - *Book and CD 5 - The Sounds of Kwakwala*



Posters:

- *Kwakwala Alphabet Poster*






Print Materials:

- *Dzawada'enuxw Curriculum Guide*

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize expressions for days of the week, months of the year, seasons, and times of day. • recognize and use words for position in the environment - e.g., <i>naxwata</i> “close”, <i>kwisata</i> “far”. • produce lists based on a grouping. • introduce themselves and others, using appropriate family relationship terms • share personal information orally with brief and simple messages. 	<p><i>Presenting Information</i> focuses on organizing ideas into connected speech or text. The building blocks for these skills are introduced in Grade 5, as students are encouraged to respond with basic words, phrases and sentences, recognize time expressions, and begin to organize ideas by producing lists. It is important to make these language-learning experiences enjoyable and non-threatening for students. Encourage them to use non-verbal gestures and visual aids to extend their communication, and provide frequent opportunities for them to listen to, repeat, and experiment with Kwakwala .</p> <ul style="list-style-type: none"> • Open each day with Calendar Time in Kwakwala . Present seasonal vocabulary and songs, celebrate birthdays, and ask students to respond to questions about the time, season, month and day of the week, weather, temperature, and how they are feeling. Model patterns of greetings and introductions in Kwakwala. Students may eventually take turns being helper and opening the day. • Using appropriate props or flash cards, invite students to group similar items - e.g., round objects. • Show students a film clip on endangered species, narrated in Kwakwala . Provide a list of animals, some of which appear in the film, highlighting those that are endangered, and invite students to classify the animals into categories. Students could then create and present posters about endangered animals. • Invite students to sit or stand in a circle and, with the teacher modelling instructions at first, have them introduce themselves. Use pre-framed sentences, e.g. <ul style="list-style-type: none"> - <i>Yo, nugwa'am</i> _____. (Hello, I am _____.) - <i>La'man nakax'anxila'</i>. (I am ten years old.) - <i>Gayut'an lax</i> _____. (I am from _____.) <p>In subsequent lessons, add information about family members, ancestors, and places of origin.</p> • Invite students to use pre-framed models to interview one another to learn key information about each other, including their crests and where their families come from. Ask students to then introduce their partners to the class in Kwakwala, following a pre-framed outline such as: <ul style="list-style-type: none"> - <i>Yo, nugwa'am</i> _____. (I am _____.) - <i>Ge'man egas / 'namukw gada.</i> (This is my friend.) (Egas is for girl to girl; 'namukw is for boy to boy.) - <i>La'mux ma'tgwa'naf 'anxila'</i>. (He/She is eight years old.) - <i>Gayut'ux</i> _____. (He/She is from _____.)

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>A supportive environment will allow beginning language students to feel more at ease and gain confidence in their new language skills as they present their work orally and visually. Assessment should encourage students to participate actively and take risks with language, rather than emphasizing correctness.</p> <ul style="list-style-type: none"> • As students classify animals into categories and prepare and present their posters, look for evidence that they: <ul style="list-style-type: none"> - recognize key words they have heard or viewed in the video and other classroom resources - present information in a clear, easy to follow manner, using key words in Kwakwala - convey meaning by combining illustrations and Kwakwala words • When students interview each other using pre-framed outlines and introduce their partners to the class, the following criteria may be used for peer or teacher evaluation: <ul style="list-style-type: none"> - uses the frames provided in a logical sequence - approximates pronunciation of Kwakwala words and phrases learned in class - speaks clearly and with appropriate volume - speaks more than once - supports and encourages partner - includes a new or interesting detail about the partner - listens attentively to classmates' presentations 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <div style="text-align: center;">  <p>DVDs:</p> <ul style="list-style-type: none"> • <i>K'amkamdamasa Gangananam: Children's Songs</i> </div> <div style="text-align: center;">  <p>Print Materials:</p> <ul style="list-style-type: none"> • <i>Dzawada'enuxw Curriculum Guide</i> • <i>The Living World: Plants and Animals of the Kwakwaka'wakw</i> </div> <div style="text-align: center;">  <p>Videos:</p> <ul style="list-style-type: none"> • <i>Kwakwaka'wakw Village Origin and History – Fort Rupert</i> • <i>Lawiŋsis Origin, Myth, and Village History</i> • <i>Malkwala: To Remember</i> • <i>'Namgis Tape, Village Site of O'dzo'las</i> • <i>Village Island – Origin, Stories, Family Histories</i> </div> <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify selected information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources for a purpose. • express acquired information in simple oral and visual forms. 	<p>Students at this level already use a variety of strategies for accessing information in their first languages. By identifying these strategies, they can use them more effectively in Kwakwala, and become more confident when working with Kwakwala materials.</p> <ul style="list-style-type: none"> • Once students are familiar with daily calendar activities, have them listen to a simple weather forecast in Kwakwala. Invite them to draw the forecasted weather and their clothing choices for the next day based on the information they heard. • Ask students to look at a pre-drawn menu of traditional and modern foods as they review food vocabulary in Kwakwala. Have them draw and label some of the foods offered, then suggest that they conduct a survey of class members' food preferences, using pre-framed model phrases. • Invite an Elder to class to demonstrate an activity - e.g., making fried bread, weaving a basket, or cutting fish. After the visit, use videos and pictures to help reinforce new vocabulary and expressions. Have students enter the information they learned in their journals in simple form, providing comments, drawings and labels. • Ask students to interview relatives to gather information about their family history. Have them draw family trees and label them with key information in Kwakwala. • Each student chooses a new Kwakwala word he or she has observed in written material. Using reference materials, students illustrate the words they have chosen, and write definitions for them. Words and definitions could then be displayed on a wall chart for future reference. • Ask students to complete a questionnaire related to their preferences and interests. For example: <i>'Widi' da ike' laxus noke'x?</i> <i>(Which do you prefer?)</i> <ol style="list-style-type: none"> 1. <i>galka dtu' dzalxwa</i> _____ <i>(swimming or running)</i> 2. <i>danxala dtu' yaxwa</i> _____ <i>(singing or dancing)</i> 3. <i>tufsa'ttsam dtu' abals</i> _____ <i>(blackberries or apples)</i> <p>Then have students summarize the class results in a chart or graph, illustrating their work with drawings or collage.</p>

SUGGESTED ASSESSMENT STRATEGIES

Assessment of the prescribed learning outcomes for this organizer focuses on students' ability to find the information they need to perform the assigned tasks. Tasks should be designed to allow students to represent the information they have acquired without necessarily using spoken or written language.

- When students make visual representations of what they have learned - such as drawing their clothing choices after listening to a weather forecast, or drawing the meals they would choose to order from a Kwakwala menu - assessment should focus on the extent to which they:
 - accurately identify key information
 - include relevant details
 - use the information appropriately (for the assigned purpose)
 - persist when they have trouble finding or understanding the information they need
- When students summarize and illustrate the class questionnaire results, consider the extent to which they:
 - represent the information in a clear, easy to follow manner
 - present key words in Kwakwala
 - convey meaning by combining illustrations and Kwakwala words
- To check on students' understanding of key information they have heard, viewed, or read, look for:
 - recognition of key words
 - use of appropriate strategies for solving problems and discovering the meaning of unfamiliar words (e.g., using picture and poster materials, dictionaries and textbooks, consulting teachers and Elders)
- Encourage students to reflect on and assess their strategies for extracting specific information. Have students complete a page in their student log books, responding to questions such as:
 - Did you find more or less information in Kwakwala than you expected?
 - What parts were easy for you?
 - What problems did you have? How did you solve them?
 - What did you learn about working in Kwakwala that you want to remember?

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



DVDs:

- *T'lina: The Rendering of Wealth*



Kwakwaka'wakw Elders and Kwakwala Speakers



Multimedia Resources:

- *Learning Kwakwala Series: Book and CD 4 - Dogs, Cats and Crows*



Print Materials:

- *The Living World: Plants and Animals of the Kwakwaka'wakw*



Videos:

- *Kwakwaka'wakw Village Origin and History – Fort Rupert*
- *Lawi'sis Origin, Myth, and Village History*
- *Malkwala: To Remember*
- *'Namgis Tape, Village Site of O'dzo'las*
- *Village Island – Origin, Stories, Family Histories*

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> view and listen to creative works from Kwakwaka'wakw culture, with visual and contextual support. respond to creative works in simple oral and visual forms. recognize and use high frequency verbs of creating - e.g., <i>ke</i> “carving”, <i>galsa</i> “painting”. identify and relate to characters, actions or objects in simple stories. 	<p>In the first years of language study, students’ exposure to songs, rhymes, and picture books provides a source of original Kwakwala which is simple and repetitive, yet rewarding and stimulating. Student responses typically involve very little language: Students may be asked to draw, mime, move to music, or sing the chorus of songs.</p> <ul style="list-style-type: none"> Use pictures and key words from simple illustrated storybooks for pre-reading and prediction activities. As various books are read (by the teacher, Elder, assistant, Kwakwala-speaking students or guests), students listen while following the illustrations and simple text. Once familiar with a story, students could create posters promoting the book, using visual information and some key Kwakwala words. Throughout the year, play and sing songs in Kwakwala for students. Select songs with easy lyrics, memorable melodies, and appealing rhythms, and invite students to sing along with a song or its chorus. The teacher, helper and one or two students, taking turns, can also play drums and add movement to make this activity more fun. Have students copy body language and gestures as the teacher sings a specific song. As a follow-up to hearing and learning a song, students could create illustrations or dances that express the theme of the song, or work in pairs or small groups to create a new line to the song and present it to the class. Invite students to view a video or narration of a story or legend and create paper bag puppets of the characters. Students could use the puppets later in class-created vignettes. Provide students with opportunities to view and create representations of various traditional Kwakwaka'wakw art forms - e.g., <ul style="list-style-type: none"> - Present a variety of button blankets and headgear worn in ceremonies, and have students design and draw, or cut and paste, their own versions. - Show examples of stylized suns and discuss how the examples are the same or different from each other. Then invite students to create their own versions of a symbolic sun. These could be mounted and displayed around the classroom. - Invite students to view and construct models of bent boxes. Have students choose a character or item from one of the stories they have studied, then select adverbs or adjectives to make a poem - e.g., <p style="text-align: center;"><i>tsalika</i> (shiny) <i>ixsu^hkw</i> (beautiful) <i>ixpa</i> (delicious)</p>

SUGGESTED ASSESSMENT STRATEGIES

Student assessment at this level focuses on participation and response. As students become familiar with a particular work or type of creative works, they respond with increased confidence and pleasure. Response activities at this level involve representations with minimal linguistic demands. Criteria for assessment emphasize participation and engagement with the culture and creative processes, as well as risk-taking with the language.

- Ask students to work in groups to present renditions of songs they have learned, adding effects such as expression, mime, division of voice, role play, or intonations. Assessment criteria might include:
 - all group members participate actively
 - students take risks to sing in Kwakwala
 - students pronounce Kwakwala lyrics comprehensibly
 - inflection suits the meaning and follows conventions of Kwakwala speech modelled by the teacher
 - added special effects suit the song's theme
 - students are attentive and responsive to classmates performances
- As students participate in creative activities, such as singing, dancing and storytelling, use a checklist or class list to note evidence that individual students:
 - participate willingly
 - suggest their own ways to respond to the activity
 - notice and comment on how the Kwakwala words they have learned are like others they have seen or heard
 - are willing to extend or repeat the activity (e.g., adding props to their performance, voluntarily using their lyrics in subsequent activities)
- When students create vignettes with their character puppets, look for evidence that they:
 - convey meaning
 - use familiar, appropriate vocabulary and phrases
 - correctly interpret scenes from the source story
- When students have completed a group activity, ask each group to assess and briefly report on their participation and group communication skills. Assessment may also be conducted by conferencing briefly with individual students, noting their:
 - interest in and enthusiasm for the creative works being studied
 - interest in their classmates' work
 - ability to capture the meaning of the original creative works

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *K'amkamdama Gangananam: Children's Songs*



Kwakwaka'wakw Elders and Kwakwala Speakers



Multimedia Resources:

- *U'mista Cultural Centre – Kwakwaka'wakw village photo exhibit and origin stories*



Print Materials:

- *Dzawada'enuxw Curriculum Guide*
- *Kwakwaka'wakw Settlements, 1775-1920*

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and respond to simple greetings and expressions of politeness. • identify formal and informal forms of address. • recognize and use simple expressions for sharing and offering. • demonstrate an understanding of traditional ways with language. • identify examples of respect for the wisdom of Elders. • use age-appropriate language associated with Kwakwaka'wakw traditional celebrations, sports and games. • demonstrate an understanding of simplified, significant stories related to celebrations and traditional ceremonies. • identify elements of their own and their classmates' cultural backgrounds. • demonstrate an awareness of Kwakwaka'wakw culture. 	<p>It is important to establish an atmosphere of mutual respect in the classroom to encourage students to share their family backgrounds and traditions openly. The focus should be on students' actively participating in a variety of experiences based on Kwakwaka'wakw cultures and other cultures.</p> <ul style="list-style-type: none"> • Provide a selection of greeting cards for a chosen celebration meaningful in Kwakwaka'wakw culture - e.g., birthdays, Christmas, Mother's Day, a new baby, a naming feast. Have students identify common Kwakwala expressions and forms of address and use them to create cards for classmates or family members. • Explain, show and discuss with students traditional and contemporary ways the Kwakwaka'wakw celebrate the seasons and holidays and carry out associated seasonal activities - e.g., winter: Christmas, visiting, storytelling; summer: berry-picking, fishing, gardening. • Discuss similarities and differences of holiday celebrations in Canadian culture, First Nations cultures, and immigrant cultures, comparing Kwakwaka'wakw customs with those of other First Nations and immigrant groups. • Assist students in developing an understanding of their cultural backgrounds, including the special foods they eat, special celebrations, and culturally significant objects relating to their heritages. Students might then organize displays to introduce their classmates to their cultures. Displays could include samples or demonstrations, personal objects, brief explanations of special traditions, photos, or geographic details. • Explain about Kwakwaka'wakw crests and how they work, using drawings, pictures, button blankets and other objects. Work with students to identify the characteristic features of each crest and have them draw their crest. Non-Kwakwaka'wakw or non-First Nations students who do not have a crest are invited to use the Tree of Life design. • Have students create collages or murals that represent what they know and have learned about Kwakwaka'wakw culture. (Their collages or murals will be mostly visual but may include some well-known Kwakwala words.) They may add to their artwork over a period of time as they learn more about the culture.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level focuses on students' participation in cultural activities and their increasing awareness of Kwakwaka'wakw culture. Much of their awareness will be demonstrated in graphic and visual formats, with some commentary in English.

- To assess students' greeting cards, consider the extent to which they:
 - visually convey the message
 - use appropriate expressions and forms of address
 - provide complete information

- When students present their displays about their cultural heritage, note the extent to which they:
 - include key features from their own backgrounds
 - attempt to engage their classmates' interest
 - ask and respond to questions
 - listen attentively
 - accurately record information about other cultures from their classmates' displays

- As students learn about traditional activities, songs, arts, customs and celebrations of Kwakwaka'wakw culture, they can show their awareness of cultural distinctiveness and diversity through a variety of visual representations, including:
 - simple diagrams and charts showing unique features
 - a collage of pictures, symbols and words from particular activities and customs

Look for evidence that students:

 - show interest in their own and others' cultural backgrounds
 - support one another in their activities and responses
 - are able to accurately record information about cultural events and activities

- Encourage self-assessment by asking students to keep up-to-date records of Fascinating Facts about Kwakwaka'wakw culture and Kwakwala and its speakers. Students can use symbols, drawings, and other graphics. Have students review their Fascinating Facts from time to time in response to prompts such as:
 - What are the two most surprising or unusual facts in your list?
 - What questions about Kwakwaka'wakw culture come to mind?

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.

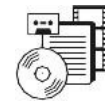


DVDs:

- *Box of Treasures*
- *Potlatch: A Strict Law Bids Us Dance*



Kwakwaka'wakw Elders and Kwakwala Speakers



Multimedia Resources:

- *U'mista Cultural Centre – Kwakwaka'wakw village photo exhibit and origin stories*



Music CDs:

- *Laxwe'gila - Gaining Strength*



Print Materials:

- *From Time Immemorial*
- *Kwakwaka'wakw Settlements, 1775-1920*



Videos:

- *I'tusto: To Rise Again*
- *Kwakwaka'wakw Village Origin and History – Fort Rupert*
- *Lawiŋsis Origin, Myth, and Village History*
- *Malkwala: To Remember*
- *'Namgis Tape, Village Site of O'dzo'las*
- *Village Island – Origin, Stories, Family Histories*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • pronounce and form the characters of the selected Kwakwala alphabet. • use and respond to simple commands and requests. • ask simple questions and respond affirmatively and negatively. • express simple wants and needs with <i>ax'exsdan</i> (I want ...) • communicate likes and dislikes. • follow or respond to a simple routine. • respond to initiation of conversation by an Elder or other familiar adult in the school. • participate in known and predictable classroom situations. 	<p>The emphasis at this level is on continuing to help students develop positive attitudes to learning and using Kwakwala. Students may feel successful using the Kwakwala they learned in Grade 5, but need the challenge of new topics and new situations. Interactions with partners and small groups are more frequent. Pre-framed models continue to help students express their ideas.</p> <ul style="list-style-type: none"> • Provide frequent opportunities for students to practice pronouncing the sounds of Kwakwala . Review the rules for syllables and present the rules for <u>a</u> and ' . Make a chart of these rules and post them for future reference. • Ask students to work with partners to practice using and responding to simple commands - e.g., <ul style="list-style-type: none"> - <i>Axstuda's xwa t'axala!</i> (Open that door!) - <i>Dtaxw'ida's wa'xa!</i> (Stand up, please!) • Invite students to play “What do I spy with my little eye over there / here / near you?” in Kwakwala, asking questions about objects in the classroom. • Suggest that students take turns asking classmates <i>Matsa'tigan datasu'x?</i> (What am I holding?) and challenge each other to guess the object - e.g., <i>kadayu</i> “pencil”, <i>xagam</i> “comb”, <i>dta'bam</i> “nail”. • Introduce students to the language and pronunciation of a series of survey questions, and invite them to conduct a student scavenger hunt, finding a person according to clues about clothing, hair, eye colour, or likes and dislikes. This can be done orally and / or using a form on which answers are entered using picture clues and labels, e.g.: <ul style="list-style-type: none"> - <i>Dukwalan ttax kwaxstu sa'ya'.</i> (I am looking at brown hair.) - <i>Dzastux kas'ana'yaxs</i> (blue shirt) - <i>Ix'akuxw kes amte'.</i> (He/She likes to play.) • Provide opportunities for students to role-play familiar situations such as giving directions, getting up and getting ready for school in the morning, being introduced to an Elder or Kwakwala speaker. • To develop students' vocabulary and knowledge of useful phrases, display illustrated charts and posters with words used in classroom routines to help remind students to use them during the day. Invite students to copy the charts into their notebooks.

SUGGESTED ASSESSMENT STRATEGIES

Assessment activities at this level should support students as they develop comfort and confidence in their emerging language skills. Students' enjoyment of language learning is a continuing priority. Students are expected to take risks and individualize their experiences, attempting to use previously learned structures. Assessment focuses on students' participation in speaking, listening, and viewing activities. Students demonstrate their learning orally and through visual representations.

- Keep a checklist to record students' proficiency as they respond to commands and requests. To encourage self-assessment, have students keep individual records of:
 - the number of times they make requests
 - whether their partner comprehends the request
 - the number of times they recognize and carry out requests from other students

- As students participate in group oral activities (role-play, games, following and giving instructions, asking and answering questions about themselves, others and objects), keep a checklist of students' comprehension skills and later, speaking skills. Observe and look for evidence that students:
 - use the structures and vocabulary they have practiced
 - reproduce or approximate the pronunciation of the more familiar words they use
 - use appropriate intonation or emphasis
 - say the phrases they have practiced smoothly, pausing after phrases or groups of words

- As students interact, practice, and actively participate in oral activities, look for evidence that they are increasing their:
 - confidence in using Kwaḱwala
 - understanding of the words used for regular classroom routines
 - knowledge of Kwaḱwala words, expressions, and structures
 - repertoire of useful communication strategies
 - ability to reproduce or approximate Kwaḱwala pronunciation

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwaḱwala Phrasebook DVD*

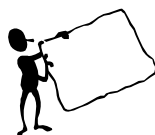


Kwakwaka'wakw Elders and Kwaḱwala Speakers



Multimedia Resources:

- *Kwaḱwala Phrasebook*
- *Learning Kwaḱwala Series:*
 - *Book and CD 2 - My Family, My Friends*
 - *Book and CD 3 - Me and My Clothes*
 - *Book and CD 5 - The Sounds of Kwaḱwala*



Posters:

- *Kwaḱwala Alphabet Poster*



Print Materials:

- *Dzawada'enuḱw Curriculum Guide*

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and use numbers in a variety of conventions - e.g., telling time, writing dates, addresses and phone numbers. • produce phrases and simple sentences using learned vocabulary. • share information about themselves, their families and community. 	<p>At this level, students should be encouraged to move on from the basic phrases memorized in Grade 5 to independently create phrases and simple sentences using new topical vocabulary. Providing interesting and enjoyable contexts for language use will encourage positive attitudes toward learning and speaking Kwakwala.</p> <ul style="list-style-type: none"> • Invite students to take turns opening Calendar Time and giving the time and date in Kwakwala . • To develop students' vocabulary and knowledge of Kwakwala numbers, have them play a matching card game. For example, form small groups, and have one person in each group deal out a deck of paired theme-picture cards. In Kwakwala , the dealer asks another group member - e.g., <p style="text-align: center;"><i>Sak̓anux̓wmas wa'x̓a'a?</i> (Do you have a five, please?)</p> <p>If there is a match, the dealer gets another turn. If not, the turn goes to the next person. The object is to match all the cards by finding pairs.</p> • Following a pre-framed model, students construct questions and ask each other about food preferences - e.g., <ul style="list-style-type: none"> - <i>Ix'axmasix̓a lagu?</i> (Do you like strawberries?) - <i>Am, ix'axmant̓ax̓a lagu.</i> (Yes, I like strawberries.) - <i>K'i, i'san ix'ax x̓a lagu.</i> (No, I do not like strawberries.) <p>Ask students to summarize their results and report them to the class in one or two sentences.</p> • Using pre-framed models, have students role-play situations in which they need to give information about themselves, their families, and their surroundings - e.g., finding their way around in a Kwakwaka'wakw community, giving or understanding directions, meeting people at school. Students may use real or invented information. <ul style="list-style-type: none"> - <i>'Widi' leda t̓si'dagilasa?</i> (Where is the girls' washroom?) - <i>Naxwati lax̓a amlilas.</i> (It is close to the gym.) - <i>La'mas lax̓a laxlagas?</i> (Are you going to the washroom?) • Invite students to apply the vocabulary they have learned to create family trees or community maps, labelling relationships and places in Kwakwala. Students could present their work to the class orally, using simple phrases and sentences.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students demonstrate their learning through speaking activities and visual representations, with assessment focused on active participation. Students should attempt to use previously learned structures and vocabulary in new ways, and take risks to individualize their work. Assessment activities should support students as they build confidence in their language skills.

- As students share information about their families, look for evidence that they:
 - are interested in the backgrounds of others
 - attempt to pronounce and spell Kwakwala words and place names accurately
- When students present their survey results, family trees, maps, or other projects to the class, look for:
 - complete phrases and simple sentence structures
 - use of learned vocabulary and expressions in new contexts
 - visual support such as miming or illustrations
 - use of English to maintain communication when at a loss for words
 - willingness to participate and take risks to extend their language learning
 - attentiveness to others' presentations
- After students work on classroom oral activities, bring the class together to talk about how effectively they were able to use familiar structures and vocabulary in a new situation:
 - Which parts of the activity went well?
 - Did they obtain the information they wanted?
 - Which questions were most difficult to ask? Why?
 - How did they help others get the information they wanted? How did others help them?
 - What did they notice about their use of Kwakwala?

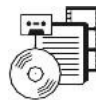
RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *K'amkamdamasa Gangananam* : Children's Songs



Multimedia Resources:

- *Learning Kwakwala Series:*
 - Book and CD 2 - My Family, My Friends
 - Book and CD 3 - Me and My Clothes



Print Materials:

- *Dzawada'enuxw Curriculum Guide*
- *'Nam Lanxa K'wax*

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize appropriate protocol for collecting information from cultural resource people. • collect and categorize information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources in response to a question. • express acquired information in oral and visual forms (e.g., graphs, charts, or lists). 	<p>At this level, students’ ability to use Kwakwala is minimal, but their ability to access information in their first language and display it visually is already quite developed. As students apply strategies such as predicting, connecting, and guessing from clues, they experience success and develop confidence in working with Kwakwala materials.</p> <ul style="list-style-type: none"> • Invite a guest (an Elder or resource person) who is fluent in Kwakwala to demonstrate making cedar bark or preparing food. Distribute task sheets on which the steps are written in Kwakwala in an incorrect order. Students number the steps in the correct order and match pictures of the ingredients to their names in Kwakwala. Students illustrate each step with drawings or collage, labelling key vocabulary, and present their work to the class with a commentary. • Have students find out more information about feast and holiday activities from Elders or resource materials in the classroom. Have students generate sentences with pre-framed stems, e.g.: <ul style="list-style-type: none"> - <i>K’wilastʔan tlaʔ ʔanstʔa’.</i> (I am going to have a feast tomorrow.) - <i>Hamx’itʔan’sax saʔkaʔsakila tʔa’.</i> (We are eating at five o’clock.) - <i>Lax Gukwdziyas ’Yalis.</i> (At the Bighouse in Alert Bay.) <p>Then ask students to create labeled visual displays using a selection of age-appropriate reference materials and drawings. In groups, students then pool their findings and prepare collages of activities focused on a particular holiday or occasion.</p> • Provide opportunities for students to watch an aerobics routine in Kwakwala based on command forms of motion verbs, and ask them to participate by following the cues. • Provide copies of the lyrics to one of the songs used in the classroom. Leave some of the words missing, and have students listen to the song and fill in the appropriate words in Kwakwala . • Provide students with tourist brochures in Kwakwala about a particular region. On task sheets divided into times of day (morning, noon, afternoon, evening), students choose appropriate activities for family outings and record them using key words and symbols.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level may not be able to provide detailed explanations of the information they have acquired. Assessment focuses on their ability to discover and use key ideas and overall impressions, along with selected details. Assessment tasks should allow students to represent their understanding in ways that require minimal production of language.

- To assess students' understanding of key information in the demonstration of cedar bark preparation or meal preparation, look for their:
 - recognition of vocabulary related to tools or utensils
 - reproduction of key Kwakwaka'wakw vocabulary in understandable form
 - correct sequencing of steps in the process
- When students collect information from Kwakwaka materials and represent it visually by creating displays or collages or by classifying information, look for evidence of how well they are able to:
 - identify key topics
 - recognize the purpose or point of view, where appropriate
 - include relevant and accurate details
- As students work with resources in Kwakwaka, note the extent to which they:
 - approach tasks with confidence
 - make logical predictions
 - use strategies such as previewing, looking for patterns, and using text features and context clues
 - focus on key information
 - tolerate ambiguity, persevering with tasks even when they do not understand all the material
 - are able to explain the clues and strategies they used

Students could make charts showing strategies they can use to guide and monitor the way they work.

- Prompt students to reflect on and assess the strategies they are developing by asking questions such as:
 - What strategies or approaches did you find useful that you also use to get information from materials in English or other languages?
 - What did you have to do differently when you used Kwakwaka resources?
 - What words, phrases or patterns did you discover that you want to remember? (Students could record these in their journals or word banks.)

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.

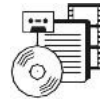


DVDs:

- *Box of Treasures*
- *Potlatch: A Strict Law Bids Us Dance*
- *T'lina: The Rendering of Wealth*



Kwakwaka'wakw Elders and Kwakwaka Speakers



Multimedia Resources:

- *Learning Kwakwaka Series: Book and CD 4 - Dogs, Cats and Crows*
- *U'mista Cultural Centre – Kwakwaka'wakw village photo exhibit and origin stories*



Print Materials:

- *Kwakwaka'wakw Settlements, 1775-1920*
- *The Living World: Plants and Animals of the Kwakwaka'wakw*








Videos:

- *I'tusto: To Rise Again*
- *Kwakwaka'wakw Village Origin and History – Fort Rupert*
- *Lawi'sis Origin, Myth, and Village History*
- *Malkwala: To Remember*
- *'Namgis Tape, Village Site of O'dzo'las*
- *Village Island – Origin, Stories, Family Histories*

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view and listen to creative works from Kwakwaka'wakw culture, with visual and contextual support. • respond to creative works orally and visually. • identify characteristics of traditional arts and designs of the Kwakwaka'wakw. • tell a simple story from memory, and demonstrate an understanding of the moral of the story. • connect actions, characters and concepts in stories to their own experiences. 	<p>By providing students with opportunities to experience creative works, teachers can encourage them to enjoy the language in all its forms. Creative works at this level might include a catchy song, a simple dance, or a big-book story. Students' comprehension of the work and their responses to it will rely heavily on visual and contextual support.</p> <ul style="list-style-type: none"> • Provide opportunities for students to view simple picture books representing legends or children's stories, then respond by creating publicity posters, miming favorite scenes for other students to guess, or using art media to reproduce or expand scenes. • Invite students to view visual works such as drawings and paintings (from reference books), and other objects which show Kwakwaka'wakw crests. Show them identifying characteristics of crests and have students find the same crest in other pictures and objects. Then invite them to create drawings or dioramas using crest symbols and key words to represent the ideas and crest images. • Have students examine the lyrics of a contemporary Kwakwala song, and ask them to find familiar words to predict its possible content or theme. Point out key words to assist understanding of general meaning. Students in groups could create movement sequences to accompany the song, mime the meaning as the song plays or lip-synch with it. • Over the course of the year, introduce students to a variety of simple sayings or tongue twisters, or the sayings of animals in Kwakwala stories. As students become familiar with these works, they can be used as prompts for various activities or used simply to explore the language. • Have students make a comic strip of a legend or story using Kwakwala speech bubbles. • After students have listened to or viewed a simple story, have them work in pairs to practice retelling it from memory. Then ask each student to select an event, character, image or idea from the story to represent in a visual medium - e.g., drawing, collage, computer graphic, etc. Have them present their illustrations and respond to questions from classmates. • Encourage students to maintain records noting creative works presented throughout the year, describing the interpretation or response activities involved, and adding their own brief comments.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Students demonstrate their interest and engagement through their participation, enthusiasm, and attentiveness. As they explore an increasing variety of creative works, they begin to make generalizations about what they see and hear, and to connect their experiences of Kwakwaka'wakw creative works to those of other cultures.</p> <ul style="list-style-type: none"> • When students make posters or comics about stories or legends, look for evidence that they have: <ul style="list-style-type: none"> - incorporated key ideas, events or characters from the legend or story - tried to engage the interest of the audience by using interesting details. • As students view visual works, work with them to develop criteria for their representations of crest symbols of Kwakwaka'wakw culture (e.g., in drawings, collages, dioramas). Encourage students to consider how well they: <ul style="list-style-type: none"> - participated in the class and group process - recognized key themes - conveyed meaning in visually effective ways • When students present their illustrations of an event, character, image or idea from a story, look for: <ul style="list-style-type: none"> - interest and engagement in the task - attempts to make connections with their own experiences - attention to the theme and mood of the story - attempts to engage others in the selected event, character, or idea • Note students' participation in and response to creative works and activities in Kwakwala. Students may show their engagement and interest by: <ul style="list-style-type: none"> - commenting on works or activities they have produced or noticed in the classroom, at home or in the community - being attentive when a new activity is introduced - taking risks while participating in an activity - e.g., mime, acting, singing, drumming, using Kwakwala 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>K'amkamdama Ganganam: Children's Songs</i> <p> Kwakwaka'wakw Elders and Kwakwala Speakers</p> <p> Multimedia Resources:</p> <ul style="list-style-type: none"> • <i>U'mista Cultural Centre – Kwakwaka'wakw village photo exhibit and origin stories</i> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Dzawada'enuxw Curriculum Guide</i> • <i>Kwakwakawakw Settlements, 1775-1920</i> • <i>The Living World: Plants and Animals of the Kwakwaka'wakw</i> <p> Videos:</p> <ul style="list-style-type: none"> • <i>I'tusto: To Rise Again</i> • <i>Kwakwaka'wakw Village Origin and History – Fort Rupert</i> • <i>Lawiŋsis Origin, Myth, and Village History</i> • <i>Malkwala: To Remember</i> • <i>'Namgis Tape, Village Site of O'dzo'las</i> • <i>Village Island – Origin, Stories, Family Histories</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use greetings and expressions of politeness. • recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members. • demonstrate an understanding of the protocol for appropriate times to say phrases. • demonstrate respect for the wisdom of Elders. • recognize and use expressions or special names for establishing relationships . • use language associated with Kwakwaka’wakw and North Coast cultural traditions, customs, games and arts. • identify similarities and differences of opinion among classmates despite differing or similar cultural backgrounds. • identify selected characteristics of Kwakwaka’wakw culture. 	<p>Because students at this grade level will be asked to share aspects of their cultural backgrounds, it is important to establish an atmosphere of trust in the classroom. When discussing similarities and differences, avoid stereotyping. Instead, emphasize the ways in which diversity enriches the classroom and brings life to the study of Kwakwala .</p> <ul style="list-style-type: none"> • Introduce students to expressions and special names for establishing relationships - e.g., <ul style="list-style-type: none"> ganabidu’ “little girl” wisabidu’ “little boy” gagamp “granny” gagas “grandpa” ’wayas “sweetheart” <p>Have students watch a video or read a story about a family celebration that involves food and interactions between people or animal characters. Students can then role-play the situation, focusing on:</p> <ul style="list-style-type: none"> - introductions, greetings, and expressions of politeness. - making requests and comments - describing or commenting on what is happening - using appropriate language for respectful conversations <ul style="list-style-type: none"> • Have students work in groups to discuss and explore how Kwakwaka’wakw people and other North Coast First Nations in the past and present experience and celebrate the seasons, or one particular season, including food gathering and preparation, special clothing, and other outdoor and indoor activities. This activity could culminate in a classroom calendar on which many aspects of the seasons are expressed in artwork with captions. • Have students brainstorm a list of special events celebrated by their families and communities - e.g., Thanksgiving, Christmas, Easter, birthdays, Kwakwaka’wakw General Assembly, feasts, potlatches. Ask each student to choose an event and create a poster using symbols or drawings and some Kwakwala terms. Students present their posters to the class, and the class completes a <i>Celebrations of Our Class</i> table in Kwakwala , e.g.: <ul style="list-style-type: none"> - _____xtʔan (your name) - Kismitʔanx (Christmas occasion) - Hi’anx (summer time of year) - Saʔa laxa ʔo’yānx (October 5th) - Ix’agiye’ ola’ (interesting facts) • Invite students to experience the excitement of a Kwakwaka’wakw community by “touring” its attractions via a slide show or video. Ask them to record (in English, and attempting to write any Kwakwala words and expressions they think might be suitable) interesting cultural observations to later pool and explore during a class discussion.

SUGGESTED ASSESSMENT STRATEGIES

As students talk and write about their own cultural experiences and engage in classroom cultural activities, they reveal the extent of their openness and interest through their participation and the questions they ask. Students' attitudes play a key role in their development of cultural understanding.

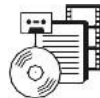
- When students role-play family interactions, note the extent to which they:
 - are able to communicate effectively
 - demonstrate appropriate language in a variety of interactions
 - show respect for the work of their classmates
- As students present their special events or celebrations, note the extent to which they:
 - include all required information
 - show interest in the celebrations of various cultures
 - have researched the topic
 - use visual prompts
- After showing the slide show or video of a Kwakwaka'wakw community, ask students to write postcards (in English) for friends or family members describing favorite landmarks or sites and making some cultural observations about their visit to the community. Look for evidence that students:
 - observe and convey details of the landmarks or sites
 - show engagement by including specific information
 - make relevant and accurate cultural observations
 - use key vocabulary describing places and landmarks
- As students discuss cultural events and customs, note evidence of their interest and understanding, such as:
 - asking questions of one another
 - volunteering information about their own families and communities
 - speculating about reasons for particular customs or behaviours
 - offering to find answers to questions
 - volunteering information they have discovered about their own culture and other First Nations and non-First Nations cultures

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



Kwakwaka'wakw Elders and Kwakwaka Speakers



Multimedia Resources:

- *U'mista Cultural Centre – Kwakwaka'wakw village photo exhibit and origin stories*



Print Materials:

- *From Time Immemorial*








Web Resources:




- *U'mista Cultural Society: The Tribes*
<http://www.umista.ca/kwakwakawakw/tribes.php>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use and respond to high frequency commands - e.g., <i>Gila's kwaga lit lax gada. (Come here and sit down.)</i> • ask and respond to questions using question words such as 'ma "what", <i>angwa</i> "who", and <i>wilakw</i> "when". • express wants, needs, likes and dislikes. • ask for specific help. • make simple suggestions with <i>wiga xan's</i> "let's". • follow or respond to a set of sequenced instructions using action verbs - e.g., <i>Dtaxw'idaga' kos danx'ida'os. (Stand up and sing.)</i> • use learned expressions and phrases in short conversations that include present and simple past events. • participate in classroom activities. • show evidence of beginning to use Kwakwala outside of the classroom. • begin to derive meaning in new language situations. 	<p>At this level, students are working with some memorized language and can begin to connect ideas to form short interactions. They use writing for reference purposes and to develop their language skills, although accuracy of written expression is not evaluated in Grade 7.</p> <ul style="list-style-type: none"> • Work with students to prepare a personal grid to record and share likes and dislikes about foods. Students work with supplied sentence stems and vocabulary to survey their classmates using basic question words - e.g., <i>angwa</i> "who". Each student completes a form with questions and statements in Kwakwala - e.g., <ul style="list-style-type: none"> - <i>Angwida ix'aka xa kutala? (Who likes fish?)</i> - <i>I'si Jemi ix'ax xa kutala. (Jamie does not like fish.)</i> • Encourage students to keep ongoing records of useful phrases and survival expressions in Kwakwala - e.g., <ul style="list-style-type: none"> - <i>'Widi' leda laxlagas? (Where is the bathroom?)</i> - <i>La'exsdan laxa laxlagas. (I have to go to the bathroom.)</i> - <i>K'ikayuda'exsdan dtawan giga'otnukw. (I need to talk to my parents.)</i> <p>Invite students to create posters displaying these expressions, to be posted around the classroom.</p> • Ask students to follow simple sequences of two or three steps - e.g. <ul style="list-style-type: none"> - <i>Ha'ga axadzulifasux laxa ha'madzu. (Go put it on the table.)</i> - <i>Wa'lala's. Kos e'eda'aka'os kas'ida. (Stop. Turn around and walk back.)</i> - <i>Ha's axstu xa ga'yas, kos axtsuda'osasa itaxwstu bol. (Go and open the cupboard, and put the red ball in the box.)</i> • Brainstorm with students and Elders / resource people about an appropriate Kwakwala name for restaurant in the area that could serve modern foods and traditional Kwakwaka'wakw foods. Help them develop the vocabulary for the types of food served in the restaurant. Students then work in groups, using drawings, maps, visual aids, and vocabulary, to create a menu and advertisement for the restaurant. The materials developed could be used to role-play short conversations about deciding where to go for dinner. Encourage students to make suggestions about restaurants using <i>wiga xan's</i>, "let's".

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>At this level, students begin to engage in more complex interactions that build on the frequently used expressions and language they have acquired. When assessing student development, consider both the extent of their participation and their level of comprehension and understanding.</p> <ul style="list-style-type: none"> • Observe and record students' abilities to report on group activities and decisions - e.g., <ul style="list-style-type: none"> - After a class survey, have students describe the overall results and give their own opinions - After a group has made a co-operative decision, have group members describe the choice and explain why they made it. • When students are practicing interactions that involve new structures and vocabulary, work with them to develop criteria or feedback sheets they can use to help one another. Students in pairs might be responsible for observing and offering advice to other pairs about such features as: <ul style="list-style-type: none"> - whether the vocabulary and structures are appropriate - pronunciation - volume and intonation - fluency (or smoothness) of delivery - completeness of information - ways to make interactions more interesting (e.g., adding details, using unfamiliar language) - non-verbal strategies to support communication (e.g., use of gestures and props) • When students keep a record of useful phrases and survival expressions, review the list for evidence that they: <ul style="list-style-type: none"> - add to the list regularly - refer to the list when required • Give short oral quizzes on key vocabulary and invite students to record and chart their results for future reference. • At the end of each class, have students use checklists to rate their performance on aspects of their daily oral communication. Items might include: <ul style="list-style-type: none"> - I volunteered questions and information. - I practiced new vocabulary and patterns. - I talked only in Kwakwala . - I tried to correct my own mistakes. - I supported and encouraged others. 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Kwakwala Phrasebook DVD</i> <p> <i>Kwakwaka'wakw Elders and Kwakwala Speakers</i></p> <p> Multimedia Resources:</p> <ul style="list-style-type: none"> • <i>Kwakwala Phrasebook</i> • <i>Learning Kwakwala Series:</i> <ul style="list-style-type: none"> - <i>Book 6 - Saying Everyday Things</i> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Dzawada'enuxw Curriculum Guide</i> <p> Software:</p> <ul style="list-style-type: none"> • <i>Kwakwala Fonts</i> <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize expressions of time. • produce short, meaningful messages orally. • relate a simple sequence of events. • describe people, places, and common objects. • give simple instructions in a respectful way. 	<p>By Grade 7, students can begin to connect ideas to form complete messages. Students are encouraged to add descriptive details to their work. Writing is not evaluated at this level, although students might make notes for preparation or reference purposes.</p> <ul style="list-style-type: none"> • Incorporate expressions of time into classroom instructions - e.g., <ul style="list-style-type: none"> - <i>Laxdano'x lax 'Yalis tans'wat.</i> (Yesterday we went to Alert Bay.) - <i>Latfano'x lax Tsaxis xwa 'nalax.</i> (Today we're going to Fort Rupert.) - <i>Duxwatfala da'xw ttus tinstte'.</i> (I'll see you all tomorrow.) • On chart paper or on the board, write the name of your favourite day of the week and list each hour or half hour in it. In simple language, describe a typical schedule for that day, then ask students to consider which days of the week are their favourites, and why. Have them work individually or in groups to prepare similar presentations with graphics. • Have students in pairs interview one another and ask for simple information such as community and family background and crest, favourite activities and places. Students could also discuss other scheduled activities such as sports practices or music lessons. Students then present the information about their partners to the class. • Students choose a destination (e.g., store, beach, sports field) and explain to a partner why they are going there in two or three sentences - e.g., <ul style="list-style-type: none"> <i>Latfan laxa t'fasagwis.</i> (I'm going down to the beach.) <i>Latfan dzika' ka'eda gawikanam.</i> (I'm going to dig for butter clams.) • Present students with a set of related illustrations or pictures from a magazine or advertisement which revolve around an activity in the home - e.g., house cleaning, decorating a Christmas tree, buying clothes. Have the students put the illustrations in the correct sequence, then work with supplied sentence stems and vocabulary to write short sentences describing the actions. • Invite students to describe a friend, favourite item or pet, using simple adjectives. • Choose an activity that students are familiar with and repeat it using Kwakwala instructions. Then have students practice giving simple instructions to partners, incorporating polite commands.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>At this level, students begin to build on expressions and language they have acquired to produce connected messages. When assessing student development, consider the extent of their participation and look for evidence that they fully comprehend their own and their peers' work.</p> <ul style="list-style-type: none"> • When students present information orally, notice the extent to which they: <ul style="list-style-type: none"> - convey understandable messages - use visual aids or body language to help make meaning clear - use a range of vocabulary and structures - risk making errors to extend their own language boundaries - self-correct if they become aware of errors in their messages - understand and attempt to answer simple questions about their topics - identify areas of difficulty, and plan how to work on the problems • Encourage students to use and increase their Kwakwala repertoire for self-assessment, orally and in written form - e.g.: <ul style="list-style-type: none"> - <i>K'ayakinuxwan.</i> (I am good at soccer.) - <i>Ya'winuxwan.</i> (I am good at dancing.) - <i>La'man hayutalaŋ kaŋoŋtaŋ kan kate'.</i> (I need to work on my writing.) - <i>La'man iganakwala danxala'.</i> (I have improved at singing.) • Encourage students to reflect on their communication by having them create symbols or computer graphics they can use to rate their learning during various activities. For example, they might choose or design three or four different symbols to indicate: <ul style="list-style-type: none"> - how much they enjoyed an activity - how much they learned - how effectively they performed <p>Students may be interested in discovering words or expressions in Kwakwala to label each of the symbols.</p> 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>K'amkamdamaŋa Gangananam: Children's Songs</i> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Dzawada'enuxw Curriculum Guide</i> • <i>Liq'ala / Kwakwala Book 1</i> • <i>Numbers 1 to 1000</i> <p> Software:</p> <ul style="list-style-type: none"> • <i>Kwakwala Fonts</i> <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify basic information needs and sources. • determine how to find information. • recognize and use appropriate protocol for collecting information from cultural resource people. • extract and record selected information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources to meet information needs. • express acquired information in oral, visual, and simple written forms. • acknowledge sources appropriately. 	<p>By now, many students are ready to use age-appropriate material to find more detailed and specific information. Their growing communicative skills permit them to begin to transfer and substitute language in the resources to suit their own purposes. Their growing Kwakwala listening skills permit them to recognize known vocabulary in its written form and attempt to pronounce unfamiliar words. The use of a dictionary or glossary helps students explore written material more independently and in greater depth.</p> <ul style="list-style-type: none"> • Suggest that students work in groups to collect information about businesses or organizations owned or run by members of the Kwakwaka'wakw community. Ask students to determine various ways of finding this information - e.g., Yellow Pages, classified advertisements in community newspapers, internet sites, conversations with community members. • Invite a guest who is fluent in Kwakwala to give the class a short presentation. For example, a fisherman might discuss fishing and fish. Then have students prepare informational posters for the school based on the presentation or the topic presented - e.g., <i>Our Fish</i>. Posters could display three important rules learned from the presentation.. Have students write and illustrate a class thank-you message to the guest, using appropriate Kwakwala expressions of politeness. • Have students make a menu for a traditional celebration or a camping activity (family dinner, feast, fishing camp, eulachon camp). Have them price out the cost of foods and stay within a budget, and / or find out where particular traditional foods (eulachon, salmon, halibut, fried bread) can be obtained. Have students consult with Elders and / or family members in making their menus and in finding out availability. Students could also role-play situations of travelling to an event in another community, preparing food and eating. • Have students keep individual dictionaries of vocabulary items and expressions on topics discussed in class. Invite them to find out further words, and / or check vocabulary with family members or Elders. • Provide a selection of brief articles written in Kwakwala . Students each choose an article to read, and identify three interesting facts to report to the class. Suggest that students present the information visually with some key words in Kwakwala .

SUGGESTED ASSESSMENT STRATEGIES

While many of the information tasks at this level continue to rely on visual representations, students should also be expected to use some basic, well-practiced Kwakwaka'wakw vocabulary and language structures. Linguistic requirements should be simple and require only a minimum of transfer or adaptation of patterns. Assessment for this organizer continues to emphasize the extent to which students successfully find and use the information required to complete specific tasks.

- When students represent or report on information they have acquired, note the extent to which they are able to:
 - identify and recount key ideas or impressions
 - include relevant and accurate detail
 - reproduce some Kwakwaka'wakw words and patterns in understandable forms
 - organize and sequence their information appropriately
- Provide or develop with students a list of criteria to be used for self and teacher assessment when students are working with Kwakwaka'wakw resources - e.g.:
 - recognizes familiar words in new contexts
 - uses related words when appropriate to help acquire meaning
 - uses a thematic or bilingual dictionary to confirm and locate the meanings of selected key words
 - uses non-verbal clues (e.g., context, gesture, intonation, illustrations) to support meaning
 - uses knowledge of common patterns to make predictions and inferences
- When students are working on assigned tasks, note the extent to which they:
 - approach tasks with confidence
 - persevere, trying different approaches or strategies when having difficulty
 - tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge.

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.

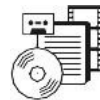


DVDs:

- *T'hina: The Rendering of Wealth*

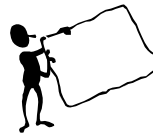


Kwakwaka'wakw Elders and Kwakwaka'wakw Speakers



Multimedia Resources:

- *Learning Kwakwaka'wakw Series: Book and CD 4 - Dogs, Cats and Crows*



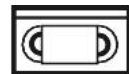
Posters:

- *Xi'nagila: The Process Of Making Grease*



Print Materials:







- *Kwakwaka'wakw Settlements, 1775-1920*
- *The Living World: Plants and Animals of the Kwakwaka'wakw*








Videos:

- *Kwakwaka'wakw Village Origin and History – Fort Rupert*
- *Lawitsis Origin, Myth, and Village History*
- *Malkwala: To Remember*
- *'Namgis Tape, Village Site of O'dzo'las*
- *Village Island – Origin, Stories, Family Histories*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and to some extent read creative works from Kwakwaka'wakw culture, with visual and contextual support. • respond to creative works in oral, visual, and simple written forms. • demonstrate an understanding of the main idea of a story or song. • show a relevant connection to a character or situation in moral stories. 	<p>Students at this level can recognize familiar language and can sometimes use their growing range of strategies to make educated guesses at the meaning of new expressions. Students will benefit by being given the opportunity to choose the way they respond to creative works – e.g., painting, song, dance or video.</p> <ul style="list-style-type: none"> • Before presenting a creative work, offer students preparatory activities such as discussing what they already know about the topic, or looking at illustrations for clues to the meaning of a story or song. • Have students listen to a simple version of a traditional Kwakwala story, narrated by the teacher or an Elder / resource person with the help of a series of poster-size drawings or pictures. Have the students, in small groups or as a whole class, practice retelling and summarizing the story with the help of these drawings. Then invite students to act out the story as the teacher retells it. • Present students with examples of crafts from various Kwakwaka'wakw regions. Students choose one craft to make and present in a class art show, giving background information and explaining how the object relates to the culture. • Invite students, in groups or individually, to examine narratives or simple legends about Kwakwaka'wakw life, and create their own short (six- to eight-frame) comic strips. These should include illustrations of the story's plot, and speech bubbles with key phrases and expressions spoken by the character(s) in the story. Plots should be modelled on the stories they have read or heard. • When practicing Kwakwala Christmas songs or other songs to which the students are newly introduced or which they have heard before, provide lyrics sheets for students to follow, and ask them to note repeated phrases, words, or rhythms. Help them to recognize words based on vocabulary they already know, and invite them to predict the meanings of new words and expressions, and the possible content or theme of the song. Then point out additional key words to assist their understanding of the main idea. • Invite a guest who is fluent in Kwakwala to tell a story to the class and talk about oral language and tradition. Have students prepare posters illustrating the main idea of the story, and the teachings or moral presented.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>As students develop their knowledge of and facility with Kwakwala , they are able to experience and respond to an increasing range of situations, including those they seek out themselves. Assessment information most often comes from observing students’ participation and engagement, and reviewing their responses and reflections.</p> <ul style="list-style-type: none"> • After students listen to and practice retelling a story or narrative sequence orally, with the help of drawings and pictures, look for evidence that they: <ul style="list-style-type: none"> - include the main characters from the story - sequence key events appropriately - recognize and retell the main ideas of the story - show the story’s mood, feeling or viewpoint - try to give their narration a unique twist or perspective • When evaluating students’ craft presentations, look for evidence of their: <ul style="list-style-type: none"> - inclusion of creative details - willingness to engage in the task - willingness to take risks in presenting to the class - ability to give background information - cultural understanding • As students work in groups to create comic strips modelled on stories they have read or heard, look for evidence that they are willing to explore the comic-strip form as a way of creating meaning in Kwakwala. Focus assessment on meaning and response. • As students listen to and sing songs, look for evidence that they are: <ul style="list-style-type: none"> - responding to the meaning as well as to the sounds and rhythms - making connections with other music they have heard - open and willing to engage in new experiences • When students make posters to reflect their comprehension of a song or story, assess the extent to which they: <ul style="list-style-type: none"> - actively listen to the song or storyteller - identify and represent key information and teachings - use strategies for discovering the meaning of unfamiliar words 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>K’amkamdamasa Gangananam : Children’s Songs</i> <p> Kwakwaka’wakw Elders and Kwakwala Speakers</p> <p> Multimedia Resources:</p> <ul style="list-style-type: none"> • <i>U’mista Cultural Centre – Kwakwaka’wakw village photo exhibit and origin stories</i> <p> Music CDs:</p> <ul style="list-style-type: none"> • <i>Laxwe’gila - Gaining Strength</i> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Dzawada’enuxw Curriculum Guide</i> • <i>Kwakwakawakw Settlements, 1775-1920</i> <p> Videos:</p> <ul style="list-style-type: none"> • <i>I’tusto: To Rise Again</i> • <i>Kwakwaka’wakw Village Origin and History – Fort Rupert</i> • <i>Lawi’sis Origin, Myth, and Village History</i> • <i>Malkwala: To Remember</i> • <i>’Namgis Tape, Village Site of O’ dzo’ las</i> • <i>Village Island – Origin, Stories, Family Histories</i>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and use expressions and compliments that encourage others. • recognize and use appropriate tones of voice for greetings, expressions, and commands. • discuss the idea of respect in Kwakwaka'wakw culture. • demonstrate appropriate behaviour when in the company of an Elder or cultural resource person. • demonstrate an understanding of significant stories related to celebrations and traditional ceremonies. • identify and share family customs and routines. • identify elements of Kwakwaka'wakw culture in comparison with other Aboriginal and non-Aboriginal cultures of British Columbia and Canada. 	<p>Students should have opportunities in class to continue to explore and experience aspects of the Kwakwaka'wakw world. Students will also explore aspects of their family, school and community traditions in order to see the similarities that exist beneath surface differences.</p> <ul style="list-style-type: none"> • Have students create images (e.g., family crests) symbolizing their families' origins, customs, celebrations, or rules, along with mottoes representing their families. The images could include symbols for the following items, with labels written in Kwakwala : <ul style="list-style-type: none"> - my family's original homeland or home community - something special about my family - something we do together - a special occasion or tradition • Ask students to brainstorm Kwakwala vocabulary associated with Elders' and family rules - e.g., <i>mayaxala</i>, <i>hutlala</i>. Explain the Kwakwala concept of <i>mayaxala</i> or respect. Have them work with partners to write rules that involve the notion of <i>mayaxala</i> found in their families and communities, then circulate to find three people with similar rules and three with different rules. Ask students to conduct their conversations in Kwakwala. Bring the class together to chart their results, noting how many students have a particular rule. • After presenting a story about a traditional ceremony or community event, invite the class or school to organize posters or banners for a simulation of a major celebration common in Kwakwaka'wakw culture - e.g., Tribal Council general meeting, soccer tournament, Potlatch. • Have students research the names for different Kwakwaka'wakw communities and organizations, and examine the logos found on letterheads and other items. Invite them to find out from resource people or written resources what kinds of themes, stories or historical ideas are represented in the logos, and / or what crest emblems they represent. Have students write paragraphs about key features of the communities and what is represented in their logos and brochures. The paragraphs, logos, and other materials collected can then be assembled into a class display.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Students demonstrate their understanding of cultural context through their participation in and response to a variety of activities. At this level, students should demonstrate a growing awareness of Kwakwaka'wakw culture.</p> <ul style="list-style-type: none"> • After students have created images representing their families' origins and customs, and charted the results of the class survey on family rules and respect, have them reflect on the results by responding to prompts in Kwakwala, such as: <ul style="list-style-type: none"> - Ganukwida gangananam gayuƚ lax ƚsalgwadi? <i>(How many students are from the village in Port Hardy?)</i> - Ganukwida gangananam axnugwadaŝa gwa'wina? <i>(How many students have a [Raven] as a family crest?)</i> - Wigilax da'xwas wi'la laxis gayulasus? <i>(What do you do together with your family?)</i> - Masida 'namx'idaƚa gwayilelas laxis gayulasus? <i>(What is one of your family's rules?)</i> • In students' display and paragraphs about Kwakwaka'wakw communities, look for evidence that they: <ul style="list-style-type: none"> - express interest in Kwakwaka'wakw culture - identify key aspects of Kwakwaka'wakw culture found in the logos and other materials studied - make appropriate generalizations about the information presented • As students participate in activities and discussions about culture, observe and note the extent to which they: <ul style="list-style-type: none"> - show interest in cultures other than their own - are willing to share information about their cultures and family customs - are aware of the Kwakwaka'wakw population and other Aboriginal and non-Aboriginal cultural groups in their community - recognize words, names, and derivatives from Kwakwala (e.g., place names, names of organizations, names of Elders) - support and encourage each other 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <div style="text-align: center;">  <p>Kwakwaka'wakw Elders and Kwakwala Speakers</p> </div> <div style="text-align: center;">  <p>Multimedia Resources:</p> <ul style="list-style-type: none"> • U'mista Cultural Centre – Kwakwaka'wakw village photo exhibit and origin stories </div> <div style="text-align: center;">  <p>Print Materials:</p> <ul style="list-style-type: none"> • From Time Immemorial </div> <div style="text-align: center;">  <p>Software:</p> <ul style="list-style-type: none"> • Kwakwala Fonts </div> <div style="text-align: center;">  <p>Web Resources:</p> <ul style="list-style-type: none"> • U'mista Cultural Society: The Tribes http://www.umista.ca/kwakwakawakw/tribes.php </div>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • exchange information about themselves. • ask and respond to questions using question words such as <i>λάχθε</i> “where” and <i>γəns</i> “how many”. • express preferences and interests. • express ability and inability - e.g., <i>ῥέτμən ... (I can ...),</i> <i>κί?sən ῥέτα?... (I can't ...),</i> <i>κί?sən ῥοχəla?... (I don't know how to ...),</i> <i>ῥοχəla ῖοχ^w... (He/she knows how to ...)</i> • participate in conversations that include past and present actions and events. • participate in familiar activities (real or simulated). • derive meaning in new language situations. 	<p>Grade 8 students use K^wak^wala as a tool for communicating about everyday topics they enjoy talking about, such as themselves, their friends, and favourite activities. In order for students to experience success, they must be provided with a safe environment for language risk-taking, and opportunities to practice and develop their language in new contexts and different groupings: pairs, small and large groups, and individually.</p> <ul style="list-style-type: none"> • Have students in pairs role-play making plans for the weekend. They should include activities that both partners like to do, referring to places, times, and people, and including new expressions and ideas used in class. • Ask students to prepare and rehearse questions for a class survey about preferences and interests. Students circulate through the class, asking questions to fill out a questionnaire - e.g., <ul style="list-style-type: none"> - <i>ῖάκαtis ῖχ?agiya?os sídiya??</i> (What is your favourite CD?) - <i>ῖάκαtis ῖχ?agiya?os G^wigíasa??</i> (What do you like to do?) - <i>ῖχ?akən ...</i> (I like ...) • Have students plan holiday weekends in a village where K^wak^wala is spoken, then practice and role-play visits to a travel agent to ask for information, explaining their budgets and what they would like to see and do. Students should adjust their conversations to focus on familiar and practiced expressions and vocabulary, and use prompt notes for assistance if necessary. <ul style="list-style-type: none"> - <i>?əng^wis láwət lá?os?</i> (Who are you going with?) - <i>ῖáyuyx χ^wuyx?</i> (How much is it?) - <i>Gíγətcila?əmə lá?e?</i> (Is it going to take long?) - <i>káðəð^zuda?s wá?xa?</i> (Write it down, please.) - <i>ῖíð^zaq^wala?s wá?xa?</i> (Could you repeat that, please?) • Suggest that students work in groups to prepare, rehearse, and perform role-plays in which an exchange student from another K^wak^wəkəwák^w area arrives in the class or a student's home. Students should ask familiar questions, share school or family information, and use props and gestures to maintain communication. • Provide students with a written transcript of a conversation. Leave the personal pronouns out of the sentences and challenge students to fill in the appropriate forms.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 8, writing is added to the group of skills assessed. Writing is the easiest form of communication to assess because it can be collected and analyzed; however, it should not be over-emphasized at the expense of oral skills. As students develop oral and written skills, errors are a natural and predictable part of language development, and provide valuable information to both learner and teacher. When students understand the role of errors, they are able to make confident decisions about when to take risks, and when to edit carefully for accuracy.

- When students practice and present role-plays, provide them with criteria they can use for self- and peer assessment - e.g.,
 - uses a variety of questions
 - exchanges information relevant to the topic
 - is comprehensible
 - uses effective strategies for repairing and supporting communication (e.g., repeats more slowly, uses gestures and intonation, attempts to self-correct)
 - follows a plan or outline (which may be collected as part of the assignment)
- When students are preparing and completing their class surveys, include both self- and teacher assessment. Challenge students to speak only Kwakwala while circulating and to keep track of how many times they resort to English or their first language. Have students record each interaction in their notebooks, along with brief comments (a few words or a phrase) describing how they managed. Use a class list to record observations of students' oral interactions.
- Have students keep notebooks or portfolios in which they set personal goals for acquiring or extending specific language skills. Have them keep a record of their success with exercises on pronouns and verb forms, as well as vocabulary quizzes, and chart their progress regularly. Encourage students to make comparisons to previous performance and to their goals.

Students should also document new language expressions they have learned (organized into themes, categories, contexts, etc.) and effective language-learning strategies they have used.
- Collect and assess written exercises and quizzes to help determine students' strengths and weaknesses and set an appropriate pace for presenting new material.

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.

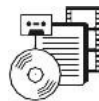


DVDs:

- *Kwakwala Phrasebook DVD*



Kwakwəkəwakw Elders and Kwakwala Speakers



Multimedia:

- *Kwakwala Phrasebook*
- *Learning Kwakwala Series:*
 - *Book and CD 1 - My Village, My House*
 - *Book and CD 2 - My Family, My Friends*



Print Materials:

- *Liq'ala / Kwakwala Book 1*
- *Liq'ala / Kwakwala Grammar Reference Book*







Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify and use expressions of time. • produce short, meaningful messages, orally and in writing. • relate events and experiences in sequence, using conjunctions such as λu “and”. • describe activities and situations. • give a set of sequenced instructions. 	<p>At this level, students begin to use writing to express messages about everyday topics of interest, and use time expressions and conjunctions to link text or speech together. In order to succeed, students must be provided with opportunities to expand their descriptive skills in new contexts, in an environment that supports taking risks with language.</p> <ul style="list-style-type: none"> • Invite students to retell part of a traditional narrative orally or in written form, using a variety of media to support the retelling – e.g. illustrations, song, dance, puppetry. Encourage students to incorporate conjunctions and expressions of time to indicate the sequence of events in the narrative. • Have students present itineraries for trips to villages where Kwakwaka is spoken. Ask them to use visual aids and key Kwakwaka vocabulary to display and present their plans. • Invite students to bring in objects representative of their elementary school years - e.g., Sports Day ribbons, art projects, photos. In small groups, have them explain why each object was important. Encourage students to share some information about their objects in Kwakwaka . • Provide students with a frame for a letter they can adapt by adding personal information. Suggest that in their letter they use questions they have practiced to ask their correspondents for similar information. Encourage students to ask about topics such as food, clothing, pastimes, traditions, and school schedules. Have students carefully check their written work and consult with partners and the teacher before sending their letters to an exchange class. After exchanging letters, students prepare a short presentation for the class, comparing their pen pal’s life with their own. • Invite students to present the results of a survey in a format of their choice – e.g., a graph with labels in Kwakwaka, or a brief written summary to be included in a class or school newspaper. Students should also present their work to the class orally. • Invite students to prepare a brief present-tense description of an activity, situation, or setting for a purpose – e.g. to describe an unpleasant chore, report on the weather, or advertise a travel destination in the Kwakwaka region. • Provide students with examples of simple recipes written in Kwakwaka . Have students follow these models to relate the instructions for preparing their favourite lunches.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Writing is added to the skills assessed at this level, but it should not be over-emphasized at the expense of speaking skills. Continue to encourage students to take risks when speaking or writing spontaneously. More attention can be paid to the accuracy of their language when they have had time to prepare and receive feedback before presenting information orally or in writing.</p> <ul style="list-style-type: none"> • When students retell parts of traditional narratives, note the extent to which they: <ul style="list-style-type: none"> - attempt to engage their classmates' interest - use correct word order in short sentences and basic constructions - attempt to self-correct pronunciation - listen attentively to others - support and encourage one another • When assessing individual or group presentations, focus on the communication of the messages. Before students prepare presentations, provide them with a few key criteria such as: <ul style="list-style-type: none"> - communicates an understandable message - uses common patterns and vocabulary practiced in class - takes risks to include interesting information or more difficult language • Assess students' pen pal letters before they are mailed, recording observations on removable notes or separate sheets. Criteria might include: <ul style="list-style-type: none"> - contains complete sentences that convey relevant information - uses questions practiced in class - shows evidence of self-correction - errors do not interfere seriously with the message • When students give their pen pal presentations, note the extent to which they: <ul style="list-style-type: none"> - include relevant details they have learned about their pen pal - notice key similarities and differences between their lives and their pen pals' lives - present information in a clear and organized manner • In written work which students have prepared in advance, look for evidence that they: <ul style="list-style-type: none"> - understand and use vocabulary learned in class - use common structural words and verb endings with relative accuracy - attempt to use a variety of verb forms, although they may make frequent errors in choices - begin to use some compound sentences - spell with accuracy based on the accuracy of their pronunciation and grammar 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Kwaḱwala Phrasebook DVD</i> <p> Multimedia:</p> <ul style="list-style-type: none"> • <i>Kwaḱwala Phrasebook</i> • <i>Learning Kwaḱwala Series:</i> <ul style="list-style-type: none"> - <i>Book and CD 1 - My Village, My House</i> - <i>Book and CD 2 - My Family, My Friends</i> - <i>Book and CD 5 - The Sounds of Kwaḱwala</i> - <i>Book 6 - Saying Everyday Things</i> - <i>Book and CD 9 - Workbook 6</i> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Liḱḱala / Kḱḱala Book 1</i> • <i>Liḱḱala / Kḱḱala Grammar Reference Book</i> • <i>My Elders Tell Me</i> • <i>Numbers 1 to 1000</i> <p> Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive - Kwaḱwala</i> http://www.firstvoices.com/en/Kwakwala <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify information needs and sources. • determine how to find and record information. • use appropriate protocol for collecting information from cultural resource people. • extract, record, and organize selected information from Kwakwaka-speaking resource people and age-appropriate Kwakwaka resources to meet information needs. • express acquired information in oral, visual, and written forms. • acknowledge sources appropriately. 	<p>Students at this level are generally interested in finding information about things when there is a meaningful reason for doing so. It is important to select or create interesting, age-appropriate Kwakwaka materials and keep the tasks fairly simple. Students only need to find the information required to complete the task successfully. The format and context of the information should be familiar to them.</p> <ul style="list-style-type: none"> • Have each student select and use a variety of sources to plan a reasonably priced activity with a friend. Ask students to focus on leisure activities, including restaurants, tourist attractions, and free sights or events in particular Kwakwaka speaking villages. Students then design half-page newspaper advertisements to promote their chosen activities and destinations. The advertisements could then be presented orally to the class. • Show students a video about a village in which Kwakwaka is spoken and ask them to note key information. Using this information, students role-play tour guides and tourists or prepare entries for brochures describing the village. • Working in small groups, students choose a topic for gathering information from a fluent Kwakwaka speaker. Students list the information they are looking for, and choose how they will record it (e.g., audio recording, chart). They then interview the speaker, and organize the information gathered in a meaningful way. For example, for a project on fishing, students could ask questions like <i>wídida ?ike? kílasa??</i> (Where is the best place to get salmon?) and <i>wíksida kútəla gáyuχ laq?</i> (What kind of salmon do you get there?), and produce a map of fishing places or a booklet about traditional fishing practices. For a project on traditional foods, students could ask about ingredients, preparation procedures, and the occasion or time of day the food is eaten, and prepare a report or recipe book. • Invite a guest to speak to students about a sport or sporting event, giving part of the presentation in Kwakwaka . Then have students attend a local sporting event with a relative or community resource person who speaks some Kwakwaka . Students observe the Kwakwaka expressions used by spectators and/or players, and note their observations on a response sheet. Students could add illustrations to represent key information about the game (e.g., score, star players, most exciting moment), labelling them in Kwakwaka . Students could also illustrate any new expressions they have learned.

SUGGESTED ASSESSMENT STRATEGIES

In a communicative-experiential approach to language learning, students acquire and use information to complete realistic tasks. The purpose or task dictates what information is needed; students demonstrate their skills and strategies by how they use and present the information to complete the task. Assessment of these skills usually occurs in the context of an integrated communication task where teachers assess several curriculum organizers at the same time.

- To assess students’ advertisements for leisure activities in Kwakwəkəwakʷ villages, use criteria such as:
 - offers complete, detailed information
 - uses information that is accurate and appropriate
 - attempts to appeal to an audience
 - incorporates useful vocabulary and expressions for newspaper advertising or brochures

- To assess students’ work with information gathered from a fluent Kwakwala speaker, look for evidence that they:
 - prepare in advance a list of interview questions or information they are seeking
 - approach the fluent speaker with appropriate protocol
 - record and organize information in an appropriate way
 - make use of accurate and complete information
 - incorporate vocabulary and expressions learned in class and from the fluent speaker
 - present their findings in a meaningful and visually appealing way

- Work with students to develop criteria for assessing their observations of Kwakwala expressions at a sporting event. For example, they might be expected to recognize and convey:
 - overall moods or feelings of players or spectators (e.g., neutral, disappointed, excited)
 - topical vocabulary
 - key events or information (e.g., winning team, score, most exciting moment, etc.)
 - some new vocabulary they want to learn

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.

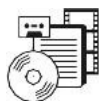


DVDs:

- *Kwakwala Phrasebook DVD*



Kwakwəkəwakʷ Elders and Kwakwala Speakers



Multimedia:

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 - *Book and CD 5 - The Sounds of Kwakwala*
 - *Book 6 - Saying Everyday Things*
 - *Book and CD 9 - Workbook 6*



Print Materials:

- *First Nations Science and Ethnobotany Unit*



Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and to some extent read authentic creative works from Kwakwaka'wakw culture, with visual and contextual support. • respond to creative works orally, visually, and in writing. • identify and describe the main character(s) and main problem of a story. • show a relevant connection to the problem faced by the main character in moral stories. 	<p>At this age, students benefit from opportunities to experience works by a variety of Kwakwaka'wakw artists and storytellers. They enjoy using their growing language skills in activities that involve choices, such as selecting their favourite characters or works of art, and discussing their choices with classmates.</p> <ul style="list-style-type: none"> • After students have listened to a Kwakwaka'wakw song, invite them to create CD covers to promote it. • Play the soundtrack only from a short Kwakwaka'wakw video clip. Ask students in groups to listen for words they recognize, try to identify characters presented, and infer the action. After groups pool their findings, replay the clip so that students can see the actions, confirm predictions, and clarify meaning. • Invite students to research traditional Kwakwaka'wakw dress and create collages with captions to depict ways that people in Kwakwaka'wakw-speaking areas dressed for various kinds of activities. They could also present a show of clothing for various events and occasions and include a simple commentary. • Ask students to listen to a Kwakwaka'wakw song, following the lyrics and highlighting familiar words. Students then work together to try to predict the meaning, and respond to the song by writing and illustrating their favourite line or verses. • Invite students to create posters, collages, or magazine covers that present three to five well-known Kwakwaka'wakw celebrities (e.g., musicians, carvers, artists, Elders). Have students include captions for each celebrity, which reflect their individual responses to the celebrities' work. • Invite groups of students to perform skits incorporating drama, music, or dance to express characters and main themes from a traditional story of their choice. • Have students keep sections in their notebooks or journals for responding to creative works. They might keep logs in which they record and comment, in Kwakwaka'wakw, on their experiences with creative works. Alternatively, they might write summary reviews or reflections looking back over the works they have encountered during a term or semester and identify those that have had the greatest impact on them or most closely reflect experiences they have had in English or other languages. They may also want to describe ways in which their responses or ideas have changed.

SUGGESTED ASSESSMENT STRATEGIES

Assessment at this level should reflect students' emerging ability to use Kwakwala to express their thoughts, feelings and reactions to experiences.

- When students work in groups to create CD covers, ask each group to agree on three or four criteria they will use for self and peer assessment. For example, students might focus on qualities such as participation, openness to new or different ideas, creativity, or attention to detail. They could keep these assessments in journals, portfolios, or learning logs.
- When assessing students' posters, collages or magazine covers, look for evidence that students are:
 - open and willing to engage in the task
 - able to write relevant captions using Kwakwala.
 - willing to take risks in their choice of celebrities or in their responses
- When checking students' notebooks or journals, look for evidence that they:
 - offer relevant responses to creative works
 - reflect on ways their ideas may have changed over time
 - locate and use appropriate vocabulary and sentence structures

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwakwala Phrasebook DVD*



Kwakwəkəwakw Elders and Kwakwala Speakers



Multimedia:

- *Kwakwala Phrasebook*
- *Learning Kwakwala Series:*
 - *Book 12 – Yaxwatfan's*
- *macat' i da qəngax'tola? What is a Button Blanket?*
- *Raising the Spirit: The Story of the Carihi Totem Pole*



Music CDs:

- *Laxwe'gila - Gaining Strength*



Videos:

- *First Nations Portraits: Circle of Smoke*



Web Resources:

- *Reciprocal Research Network*
<http://www.rrnpilot.org/login>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> recognize gestures and expressions that accompany the giving of gifts to friends and Elders. demonstrate age-appropriate behaviour and awareness of Kwakwaka'wakw customs at celebrations and special occasions. discuss the traditional and contemporary activities and interests of Kwakwaka'wakw youth. demonstrate understanding and acknowledgement of Kwakwaka'wakw dialects. identify and share school and community traditions. identify customs and traditions that define Kwakwaka'wakw culture and Canadian culture. 	<p>By exploring the similarities and differences between traditional and contemporary activities and interests in the Kwakwaka'wakw world, students increase their understanding of Kwakwaka'wakw culture.</p> <ul style="list-style-type: none"> Present a video (fiction or documentary) or read a story illustrating aspects of life in a Kwakwaka'wakw village (e.g., social interaction, housing, food, the arts). Ask students to identify three interesting things and discuss how these elements are reflected in their communities today. Invite students to imagine that they are visiting the village and write postcards home, telling what is happening and how they are responding. As a class, brainstorm a list of school traditions (e.g., dances, special days, graduation ceremonies, rules, sports events). Ask students to compare these to their parents' school traditions by formulating key questions about three traditions and interviewing their parents - e.g., <ul style="list-style-type: none"> - <i>mácatís ?əmʔataʔenayus laxdumus laxa qáqúʔaʔas?</i> (What sports did you play when you went to school?) - <i>mácat wəʔús ?ixqəsəlaʔus laxdumus laxa qáqúʔaʔas?</i> (What celebrations did you have in school?) - <i>mácat wəʔús nánaχʷmacimas wəʔáʔos?</i> (What were some school rules?) <p>Ask students to use graphic organizers to compare their school traditions with those of their parents:</p> <div data-bbox="784 1192 1360 1333" data-label="Diagram"> </div> <p>Ask each student to list two conclusions or key observations.</p> <ul style="list-style-type: none"> Have students work in small groups to investigate similarities and differences among Kwakwaka'wakw dialects by interviewing fluent speakers and looking for examples in print or video resources. Students could consider pronunciation, vocabulary, or the influences of writing systems on dialects. Students with relatives in other Kwakwaka'wakw communities might also want to investigate similarities and differences between these dialects and their own. Ask students to research culinary specialties associated with Kwakwaka'wakw regions. Each group prepares a one-page report and presents it to the class with an item for inclusion in a class recipe book. As students present their reports, ask students in the audience to record key information on a map, using icons to represent the various specialties.

SUGGESTED ASSESSMENT STRATEGIES

Grade 8 students are increasingly encouraged to use Kwakwaka in cultural activities; however, assessment of this sub-organizer emphasizes cultural outcomes over students' facility with oral or written language.

- When assessing students' postcards based on a video or story, look for evidence that students:
 - are engaged in the story (e.g., able to project into characters or events)
 - notice cultural elements
 - are interested in and curious about cultural differences

- When students report on their interviews of their parents, look for evidence that they are aware of the role of their own traditions and customs and those of their parents.

- When assessing students' projects on Kwakwaka dialects, look for evidence that they:
 - show acceptance of the variations among dialects
 - understand systematic differences
 - consider reasons for differences in vocabulary

- Assess students' maps of culinary specialties in terms of :
 - completeness and accuracy of information recorded
 - clarity of presentation

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwakwaka Phrasebook DVD*



Kwakwaka Elders and Kwakwaka Speakers



Multimedia:

- *Kwakwaka Phrasebook*
- *Learning Kwakwaka Series:*
 - *Book 12 - Yaxwattan's*



Print Materials:

- *From Time Immemorial*



Videos:

- *First Nations Portraits: Circle of Smoke*



Web Resources:

- *Kwakwaka*
<http://www.languagegeek.com/wakashan/kwakwala.html>

- *Liqwala*
<http://www.languagegeek.com/wakashan/liqwala.html>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • exchange information about their everyday activities and interests. • ask for assistance and detailed information, including directions and prices. • exchange opinions and preferences, giving reasons. • express concepts of frequency, duration and manner of action. • follow or respond to instructions involving several objects and/or actions. • participate in conversations that include past, present and future actions and events. • participate in selected situations drawn from real life. 	<p>Students at this level need continued support to develop the range of language necessary to communicate with each other. The focus of learning is to convey and understand meaning for practical purposes in situations that are relevant to Grade 9 students, such as preparing a meal or buying a gift.</p> <ul style="list-style-type: none"> • Invite students in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with partners in which they plan activities together, exchanging opinions and giving reasons. <ul style="list-style-type: none"> - <i>wígilaxənʔs sáχ^wa xúyənχliχ?</i> (What shall we do on Saturday afternoon?) - <i>ləʔéχsdaʔmas Gəlqáʔ</i> (Do you want to go swimming?) - <i>ləʔéχsdən láχa kálwilas.</i> (I want to go to the store.) - <i>wíxənʔs báǵ^wənsaʔ.</i> (Let's go visiting.) • Ask students in small groups to prepare menus for a real or imaginary Multicultural Food Fair. At the fair, invite students to circulate from centre to centre, ordering a variety of dishes and inquiring about prices and quality. • Pin a card with the picture or name of a famous person, cartoon figure, or other character on the back of each student. Students must ask each other questions in order to determine the name of the person on their card – e.g., <ul style="list-style-type: none"> - <i>bəǵ^wánəm məʔən luʔ čədəqaʔʔ</i> (Am I a man or a woman?) - <i>q^wəlyák^w məʔən luʔ ǵənánəmaʔʔ</i> (Am I an Elder or a child?) • In groups (or as a class), have students create a game show using questions and answers. For example, students could bring objects from home or cut out pictures of objects from magazines. Contestants would ask the host for information about these objects before they guess the price - e.g. <ul style="list-style-type: none"> - <i>wálas məʔéda x^wák^wənaʔ</i> (Is the canoe big?) - <i>Gígəʔcilaʔəmxdeʔ x^wák^wilaʔʔ</i> (Did it take long to make a canoe?) <p>Imaginary contestants, prizes and theme music could add to the atmosphere.</p> • Have students follow a recipe written in K^waǵwala to create a traditional or modern dish. As an extension, challenge students to follow a short recipe presented orally. Students must listen to, comprehend, and remember the instructions.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 9, assessment continues to focus on communication of meaning, with an increasing focus on student interaction. Some of the activities assessed involve spontaneous communication, where the focus is on students’ strategies for expressing and understanding meaning. When students have had opportunities to practice and receive feedback before presenting dialogues to the class, more attention can be paid to accuracy than in their spontaneous interactions.

- When students present a dialogue or conversation they have practiced, look for evidence that they:
 - are easily understood by their peers
 - comprehend what is being said
 - use correct language and structure
 - use a variety of vocabulary and expressions related to the theme
 - communicate in complete sentences
 - attempt to pronounce words accurately
 - sustain interaction with little or no hesitation
 - are able to ask for help in Kwakwala

- As students try to determine the names on the cards, note the extent to which they:
 - participate in the activity
 - formulate and respond to questions
 - take risks to speak Kwakwala
 - experiment with new vocabulary and structures
 - approximate Kwakwala pronunciation
 - support and encourage each other to complete messages

- As students interact with one another to find out information, use a class list to note the extent to which they:
 - use Kwakwala to gain or offer the necessary information
 - sustain their interactions in Kwakwala beyond the first question or response
 - interact with some fluency and spontaneity
 - listen actively, focusing on key information
 - tolerate ambiguity when unable to understand
 - use Kwakwala to clarify meaning
 - work toward appropriate intonation and pronunciation

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.

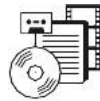


DVDs:

- *Kwakwala Phrasebook DVD*



Kʷakʷəkəwəkʷ Elders and Kwakwala Speakers



Multimedia:

- *Kwakwala Phrasebook*
- *Learning Kwakwala Series:*
 - *Book 6 - Saying Everyday Things*
 - *Book 7 - This One, That One*
 - *Book and CD 9 - Workbook 6*
 - *Book and CD 10 - Workbook 7*



Print Materials:

- *Liqʷala / Kwakwala Book 1*
- *Liqʷala / Kwakwala Grammar Reference Book*







Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize events as past, present, or future. • relate events and experiences in logical progression, using appropriate conjunctions. • describe people, places, activities and situations in detail. • explain how to do everyday activities or procedures. 	<p>With continued support, Grade 9 students will expand their range of techniques for producing connected messages to convey meaning.</p> <ul style="list-style-type: none"> • After reading or relating a story in K^wa^kwala, ask the class to identify the time frames of the events. Discuss how the time frame is indicated with verb forms and time expressions. Have students select two sentences from the story and practice writing them in different tenses and/or aspects – e.g., <ul style="list-style-type: none"> - <i>lálaxn?s qárix?it xa háme?.</i> (We will gather some food.) - <i>qáxi náq^walano?x xa háme?.</i> (We're gathering some food.) <p>Students should create as many combinations as possible, adding time expressions as appropriate.</p> • Suggest that each student interview a partner to find out about that person's family, friends, favourites, most-prized possession, etc. Ask students to use this information to create Bio Sheets about their partners, then make oral presentations in which they describe their partner to the class. The Bio Sheets are visual representations of what students have learned about their partners - e.g., <ul style="list-style-type: none"> - <i>héⁿaxn lílaxolax dá?x^wi...</i> (The members of my family are: [name people]) - <i>héⁿaxno?x xix?agaxi qaxno?x G^wigilasa?...</i> (This is what we like to do...) - <i>héⁿaxn ?ólakala xix?agaxi...</i> (My most prized possession is...) - <i>xix?akaxn xa ...</i> (I like: [name foods]) - <i>kí?saxn xix?ax xa ...</i> (I don't like: [name foods]) • Have students bring objects to class that are representative of their interests and hobbies. In small groups, they explain the reasons the objects are important. After students have finished, ask the class to remember who brought each object. • Have students imagine that they have switched identities with their parents for a day. They are to give their parents a list of instructions for chores to complete before the end of the day (e.g., make beds, wash the dishes, take out the trash). • On a map of the school, town, or city centre, place flags or stickers identifying important locations (e.g., gym, office, pool, grocery store, bus station, bakery, bank). Have students take turns giving instructions for getting from one point to another.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>At this level, assessment continues to focus on communicating meaning through connected speech and text. When students make presentations they have practiced, the criteria for assessment and evaluation may focus more on fluency and accuracy. When students are involved in spontaneous speaking activities, the focus is on participation, enthusiasm, willingness to take risks, and the strategies students use to convey their meaning effectively.</p> <ul style="list-style-type: none"> • Assessment criteria for prepared presentations might include: <ul style="list-style-type: none"> - presentation is fluent - pronunciation and intonation are appropriate and support communication - message is comprehensible - information is complete, relevant, and appropriate • In students' instructions for everyday activities and procedures, look for inclusion of: <ul style="list-style-type: none"> - logical sequence of instructions, with attempts to use conjunctions - topical vocabulary - illustrations, diagrams, or other visual aids where appropriate • To assess short written assignments, look for evidence that students are: <ul style="list-style-type: none"> - conveying appropriate, complete information - using and adapting structures they have learned - using correct spelling for familiar vocabulary - choosing appropriate words and expressions - solving problems they encounter by using resources within and outside the classroom 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Kwaḱwala Phrasebook DVD</i> <p> Multimedia:</p> <ul style="list-style-type: none"> • <i>Kwaḱwala Phrasebook</i> • <i>Learning Kwaḱwala Series:</i> <ul style="list-style-type: none"> - <i>Book 8 - Here and There</i> - <i>Book and CD 11 - Workbook 8</i> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Liḱḱwala / Kḱwala Book 1</i> • <i>Liḱḱwala / Kḱwala Grammar Reference Book</i> <p> Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive - Kwaḱwala</i> http://www.firstvoices.com/en/Kwakwala <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify cultural content in Kwakwaka resources. • identify information needs and sources. • determine how to find and record information. • use appropriate protocol for collecting information from cultural resource people. • extract and record relevant information from Kwakwaka-speaking resource people and age-appropriate Kwakwaka resources to meet information needs. • explain acquired information in oral and written forms, using visual support. • acknowledge sources appropriately. 	<p>At this level, students will be motivated to acquire information when the purpose is practical and relevant to their age, such as choosing a restaurant or meeting a friend at a bus depot. Opportunities to choose their own tasks will increase student interest.</p> <ul style="list-style-type: none"> • Have students each identify and select a non-fiction piece in Kwakwaka from resources such as written text or cultural resource people - e.g., an Elder's story of a childhood experience. Students read, view, or listen to their resource, identify the main ideas, and generate four questions about the most interesting facts. Then ask students to exchange their resources with partners and answer one another's questions. • Ask students to review a variety of restaurant menus in Kwakwaka and practice ordering meals, then form groups of three to role-play restaurant scenes in which one student is the waiter and the other two are customers ordering three items each from the provided menus. Students could conduct a survey of preferences and eating habits, or compare the menus with recommendations in Canada's Food Guide. • Have students each telephone a Kwakwaka organization in the community to find out its hours of business. (The teacher could contact one or more organizations in advance to confirm that the phone will be answered in Kwakwaka. Alternatively, students could role-play a similar exercise.) • Provide students with several movie advertisements translated into Kwakwaka, and have them role-play planning to attend one. Their choices should reflect an understanding of the information in the advertisements. Encourage students to describe how the movie might make them feel. • After students have examined several examples of classified advertisements in Kwakwaka, suggest that they create a classified section for the classroom bulletin board. Ask students to write classified advertisements offering real or imagined objects for sale. Have other students respond in telephone role-plays, asking about the objects for sale and when and where they may be viewed. • Provide Kwakwaka documents such as ferry or bus schedules. Have students plan journeys, then write notes that give travel details to friends who will meet them at their destinations. • Invite students to read a series of brief Kwakwaka articles on endangered animals. Students form groups of four and each group takes an article to read and study. Group members then circulate and share their information orally with other groups until all groups have shared all the information. Students could then create publicity posters summarizing the information collected.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level show evidence of their language skills and learning strategies in the way they approach and work with Kwakwaka materials, as well as the ways they represent the information they acquire.

- As students work with Kwakwaka materials, consider the extent to which they:
 - identify content and stylistic features that reflect Kwakwaka culture
 - identify similarities and differences between the materials and those from other cultures
 - show interest in and respect for cultural aspects of the materials
- When students read, view, or listen to non-fiction materials and prepare questions for their classmates, note the extent to which they:
 - identify main ideas
 - rely on prior learning to derive meaning
 - use correct structures when writing questions
 - choose questions that highlight the main ideas in the material
 - use a range of open-ended questions
- When students role-play restaurant scenes, look for evidence they are able to:
 - identify menu items they want
 - order appropriate items comprehensibly
 - clarify information such as prices
- Criteria for assessing students' classified advertisements and telephone role-plays might include:
 - uses appropriate format
 - writes clearly in Kwakwaka, using simple language and structures
 - refers to information in the advertisements
 - interacts in Kwakwaka to complete the task
- When assessing students' endangered animal posters, look for evidence that they:
 - present accurate information written in understandable Kwakwaka
 - include information from each group's article are laid out in logical ways which enhance meaning

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.

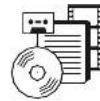


DVDs:

- *Kwakwaka Phrasebook DVD*



Kwakwaka Elders and Kwakwaka Speakers



Multimedia:

- *Kwakwaka Phrasebook*



Print Materials:

- *First Nations Science and Ethnobotany Unit*



Web Resources:

- *FirstVoices Archive - Kwakwaka*
<http://www.firstvoices.com/en/Kwakwaka>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works from Kwakwaka'wakw culture. • reflect on creative works and respond in a variety of forms. • demonstrate comprehension of the details of a text - e.g., sequence of events. • identify the dilemma or conflicts faced by the main character in moral stories. 	<p>The range of creative works that students can experience will increase greatly if they are able to consult a variety of cultural resource people. Directing students to a selection of multimedia resources will also encourage and sustain their interest in creative works.</p> <ul style="list-style-type: none"> • Present a video or pictures of traditional Kwakwaka'wakw architecture and carving. Invite students to note or comment on what they find appealing. For a classroom display, have students choose particular aspects of styles that interest them. Ask them to label their work, noting time period, geographical location, and other relevant details. • Have students work with partners or in small groups to choose Kwakwaka'wakw songs and present them to the class, describing for each song: <ul style="list-style-type: none"> - the artist - the lyrics - the style of music - why they chose it <p>During presentations, students should keep tallies of the song titles mentioned to provide an overview of class preferences.</p> • After students have listened to and discussed a variety of songs, ask them to form groups of three to discuss their musical preferences, giving reasons for their choices in Kwakwaka'wakw. Then have each student write a short paragraph, <i>Ἰξῆρακῆν λαχ ἡ αἰὶμα δῆμαχ</i> (<i>My Favourite Song</i>), including a description of the song and their reasons for liking it. • Ask each student to select a Kwakwaka'wakw poem and choose or write appropriate background music for it. After students have practiced reading their poems, hold a class poetry reading with the accompanying background music. • Have students choose traditional stories from Kwakwaka'wakw and other First Nations cultures, and identify and analyze some distinctive features of the storylines – e.g., trickster characters, conflicts, interconnectedness of family and community, spiritual traditions. Ask students to compare how these features are represented in different First Nations cultures' stories.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to experience and respond to an increasing range of situations. Students reveal their development in the choices they make and in their efforts to use Kwákwala in informal situations, as well as in their oral, visual, and written responses.

- When students present their displays of carving or architectural styles, look for evidence that they:
 - make connections with other experiences
 - offer reasons and examples to support their preferences and ideas
 - respond to other students' work

- When students present Kwákwala songs or other creative works that they have chosen, look for evidence that they are:
 - willing to go to some effort to consider works or experiences not presented in class
 - making connections between other experiences and their responses to the work they are presenting
 - able to present reasons and details to support their views or preferences
 - willing to take risks to use new vocabulary, structures, or formats
 - interested in the works presented by other students, (e.g., listening attentively, asking questions)

- Criteria for assessing students' paragraphs on their favourite songs might include:
 - identifies key topic or theme
 - offers reasons to justify preference
 - takes risks to include interesting details
 - conveys meaning clearly

- When students read their poems, observe and note the extent to which:
 - reading reflects an attempt to refine pronunciation
 - intonation is appropriate to the meaning
 - students are able to justify their choices of background music

- When students analyze elements of traditional stories, consider the extent to which they:
 - identify features that are unique to the cultures
 - identify content that reflects the cultures
 - describe similarities and differences between Kwákwakəwakw and other cultures' stories

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.

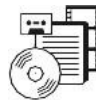


DVDs:

- *Kwákwala Phrasebook DVD*
- *Willie Family Song Project*



Kwákwakəwakw Elders and Kwákwala Speakers



Multimedia:

- *Kwákwala Phrasebook*
- *Mačat' ʔi da ʔəngax̄tola? What is a Button Blanket?*
- *Raising the Spirit: The Story of the Carihi Totem Pole*







Web Resources:

- *Reciprocal Research Network*
<http://www.rrnpilot.org/login>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use inclusive language to welcome young guests into their school or community. • determine what can be talked about or asked when Elders are present to share their knowledge. • recognize placement of special participants during ceremonies and events. • identify the contributions of K^wak^wəkəw^wak^w people to British Columbia, Canada and the world. • identify examples of puns and jokes. • identify ways that K^wak^wala and other languages have influenced each other. • demonstrate an awareness of traditional and contemporary customs of K^wak^wəkəw^wak^w culture. • identify elements of K^wak^wəkəw^wak^w culture that are similar to or different from other cultures. 	<p>With students’ deepening understanding of K^wak^wəkəw^wak^w culture, they are motivated to continue their language learning and add new perspectives to their views of the world.</p> <ul style="list-style-type: none"> • Have students listen to an Elder describe the language and protocol for welcoming people to an event. Students then role-play the situations described by the Elder. • Invite students to plan and role-play an opening ceremony for an exhibit at a local First Nations art gallery. Students could also submit a written script of their ceremony. • Invite students to view examples of celebrations or ceremonies commemorating important people and events in the K^wak^wəkəw^wak^w region. Then have them create their own representations using appropriate symbols and images. Have students share their work first with a partner and then with the class, explaining what it represents or symbolizes. • Encourage students to keep ongoing records of jokes and puns encountered in listening and reading. Suggest that students in groups create short role-plays around them. • Encourage students to maintain ongoing lists of words commonly used in K^wak^wala that have been borrowed from other languages (e.g., <i>lamadu</i> “lamb”). These may be found in authentic material encountered in or outside of class. Discuss possible reasons for each of these words being used. Ask students to compose paragraphs or humorous stories using as many words from their lists as possible. <p>As an extension, challenge students to identify K^wak^wala words and place names used in English. Students could investigate how these words were adapted to the English sound system by comparing traditional pronunciations with current spellings.</p> <ul style="list-style-type: none"> • Ask students to compare a typical family menu for a festive meal in K^wak^wəkəw^wak^w regions with meals from students’ own homes, or have them each choose a typical K^wak^wəkəw^wak^w dish to make for a class festival in which recipes are shared and dishes tasted. Some students may want to give a simple cooking demonstration in K^wak^wala. • Show a series of slides or video excerpts that reflect everyday life in a K^wak^wala speaking community (e.g., transportation, food gathering and preparation, ceremonies, technology, greetings, architecture). Have students imagine they are visiting this community and write short letters home. The letters should include details about how a day in this community compares with a similar day spent at home.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>As students talk and write about their developing knowledge of Kwakwaka'wakw culture, look for evidence of interest in and openness to diversity, as well as increasing knowledge of linguistic and cultural similarities and differences.</p> <ul style="list-style-type: none"> • Collaboratively develop assessment criteria before students role-play welcoming people. For example, look for evidence that students: <ul style="list-style-type: none"> - understand key characteristics of protocol for welcoming someone - demonstrate awareness of cultural elements in the protocol - interpret the ideas, themes, and feelings of the ceremony • Before students create their representations of commemorative celebrations and ceremonies, work with them to develop assessment criteria - e.g.: <ul style="list-style-type: none"> - shows attention to details of the example celebration or ceremony - uses appropriate symbols and images • When reviewing students' lists of borrowed words, look for evidence that students are able to draw conclusions and make generalizations about: <ul style="list-style-type: none"> - the language in which each word originated - what factors contribute to the use of loan words - how words' pronunciations may be changed when they are borrowed into a language with different speech sounds • When students have completed their paragraphs or humorous anecdotes using borrowed words, have them exchange paragraphs with partners or small groups to assess the appropriateness of their usage. Look for evidence that they: <ul style="list-style-type: none"> - are able to recognize Kwakwaka'wala words borrowed from another language - are interested in relationships between the two languages - make an effort to use the words appropriately • In assessing students' letters home from a Kwakwaka'wala -speaking community, note evidence that students have: <ul style="list-style-type: none"> - provided accurate and detailed information - highlighted differences and similarities in activities and customs - offered personal reactions to these comparisons 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Kwakwaka'wala Phrasebook DVD</i> <p> <i>Kwakwaka'wakw Elders and Kwakwaka'wala Speakers</i></p> <p> Multimedia:</p> <ul style="list-style-type: none"> • <i>Kwakwaka'wala Phrasebook</i> • <i>Wəlk'w - Tree of Life</i> <p> Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive - Kwakwaka'wala</i> http://www.firstvoices.com/en/Kwakwaka'wala • <i>Kwakwaka'wala</i> http://www.languagegeek.com/wakashan/kwakwaka'wala.html <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • exchange information about people, places, and things. • ask for and give information, permission and clarification. • discuss plans related to common activities. • communicate needs, desires, emotions and opinions, giving reasons. • recognize idiomatic expressions. • make and respond to suggestions. • interact in conversations that include past, present and future actions and events. • participate in a variety of situations drawn from real life. 	<p>Students at this level display a growing ability to take risks with language and should be encouraged to do so. Communicating meaning is still the central focus of this sub-organizer, with emphasis on the practical and everyday use of language.</p> <ul style="list-style-type: none"> • Suggest that students interact with partners to find out what activities they took part in on the weekend. Conversations should include when, where, and with whom they did the activities- e.g., <ul style="list-style-type: none"> - <i>wígilaxdas xa xúʔənχdeʔʔ</i> (What did you do on Saturday?) - <i>ləʔəmχdas bágʷəns χus GáGəmpusʔ</i> (Did you visit your grandmother?) - <i>wáwíyaqas láʔaqus Gʷaʔ Gəlqáʔʔ</i> (Where did you go after swimming?) - <i>wílaχʷdas təmsʔí gáχənʔ</i> (When did you telephone me?) • Have students work in groups to organize a class market, real or simulated. Purchasers and vendors should concentrate on expressing their needs and opinions as they make their transactions. <ul style="list-style-type: none"> - <i>ʔəχnúgʷadaɪnas _____ʔ</i> (Do you have any [name item] ?) - <i>máʔyux χʷuxʔ</i> (How much is it?) (subject is present) - <i>nəmsGə múʔχʷ χʷux.</i> (That costs one dollar.) - <i>ʔáleyən láχa _____.</i> (I am looking for a _____.) - <i>máʔtəcmuxʷ χʷúχda.</i> (That costs two dollars) - <i>máʔyuxʷíʔ</i> (How much does it cost?) (subject is absent) - <i>yúdəχʷ səmúʔχʷí.</i> (That costs three dollars) • Encourage students to keep ongoing records of idiomatic expressions encountered in reading and viewing activities. Suggest that students in groups choose three or four expressions and create short role-plays using the expressions. • In pairs, have students role-play a telephone conversation. One student calls the other and suggests they go somewhere. If the second student accepts the invitation, the students discuss what time to meet and what they plan to do while they are there. If the second student declines the invitation, he or she must give two reasons for not being able to go. Students then switch roles. As an extension, have students write a note to a friend cancelling a prior engagement because of illness. Students should explain what they did that caused them to become ill.

SUGGESTED ASSESSMENT STRATEGIES

Students are increasingly able to engage in spontaneous interactions using vocabulary and structures they have memorized. The focus of assessment continues to be whether or not students are able to understand and convey meaningful messages. Where students have had opportunities to use resources, practice, receive feedback, and make corrections, they are expected to work toward accuracy. Assessment should not, however, emphasize correctness to the extent that students are afraid to take risks that are essential to their language development.

- When students exchange information with partners (e.g., describing weekend activities, making transactions at the class market), use a checklist to assess the interactions. For example, note to what extent students are:
 - actively engaged in the interactions, using Kwakwala to gain the required information
 - able to sustain interactions, taking risks with the language to extend their language boundaries
 - able to describe their activities in sequence, linking statements in the past, present, and future, using appropriate time expressions and conjunctions
 - able to describe in some detail the information their partners provided
- When students invite each other to participate in different activities, look for evidence that they:
 - communicate their ideas clearly
 - use appropriate vocabulary
 - ask for more information if accepting an invitation - e.g., *gəncáqilałi?? (What time?)*
másən dəʔákʷ λε? (What should I bring?)
 - respond politely and give a reason if declining an invitation - e.g., *kíʔsən weʔ laʔ gáyalas gən cəxqéʔx. (I can't go because I am sick.)*
- Provide frequent opportunities for students to reflect on what they have learned and set goals related to language skills they are working on. For example, at the beginning of each class, have students write two goals or intentions for that class (e.g., number of times they will speak, expressions or structures they want to practice using, questions they want resolved, vocabulary or structures they want to learn). At the end of the class, students can note the extent of their success. Reviewing and commenting on their goals and records at regular intervals can gain important insights into students' attitudes and their development.

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwakwala Phrasebook DVD*



***Kʷakʷəkəwəkʷ Elders
and Kwakwala Speakers***



Multimedia:

- *Kwakwala Phrasebook*



Print Materials:

- *Liqʷala / Kwakwala Book 1*
- *Liqʷala / Kwakwala Grammar Reference Book*







Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • describe or narrate events, experiences, or situations with supporting detail. • describe similarities and differences. • give detailed instructions. 	<p>Students’ descriptive abilities at this level include linking and sequencing of narratives to better communicate meaning. Students should be supported and encouraged in their attempts to use language in new ways.</p> <ul style="list-style-type: none"> • Invite students to recount an experience and share their reflections on it, as an impromptu speech or as written text. • Ask students to assume fictitious Kwakwaka'wakw identities, including names and regions of origin, and make an oral presentation to the class based on the character they have assumed. The teacher or students could provide prompts to elicit information such as occupation, age, and family life. After their presentations, students submit written summaries of information about their characters, providing supporting descriptive details. • Given a map of B.C., have students identify areas where Kwakwaka'wakw is spoken. Students work in threes to research the advantages and disadvantages of working and living in one of the areas they have chosen. Each group presents their information to the class. Have students specify the disadvantages and then brainstorm ways to solve problems or turn disadvantages into positive solutions. • In small groups, students brainstorm or research similarities and differences between people, places or situations (e.g., Kwakwaka'wakw and Salish cultures, hunting and fishing camps, traditional resource gathering areas, First Nations’ and immigrant cultures’ celebrations), listing ideas, findings, and examples in Kwakwaka'wakw. Students then prepare and present a display of this information. • Provide students with information (in Kwakwaka'wakw) on Kwakwaka'wakw family life 75 to 150 years ago. Ask students to compare the family dynamics, traditions, and customs of a Kwakwaka'wakw family from that time period to those of their own families. Students could develop and act out a scene illustrating one aspect of traditional family life. • Working in pairs, have students research steps and prepare a detailed list of instructions for a traditional task - e.g., cleaning a deer hide, drying berries, making a cedar hat. As an extension, students could present their instructions to classmates, illustrating them with appropriate props, drawings or models. • Have students prepare demonstrations of how to put together their favorite healthy snacks. Each demonstration should include a written, step-by-step description of the recipe, with visual aids. These descriptions can be distributed to students to create a class recipe book.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Grade 10 students are increasingly able to use learned structures and vocabulary in new ways in spontaneous presentations. Assessment continues to focus on conveying meaningful, connected messages. Assessment of spontaneous speech and writing should emphasize and encourage risk-taking, but students are expected to work toward accuracy if they have had opportunities to practice, receive feedback, consult reference materials and make corrections.</p> <ul style="list-style-type: none"> • Work with students to develop criteria for their presentations on their fictitious identities. For example, they might be expected to: <ul style="list-style-type: none"> - provide key information about their character, supported by creative details - display some of the behaviours, attitudes, or values of traditional or contemporary Kwakwaka'wakw culture - sustain communication “in character” - respond appropriately to prompts and questions - show respect for diversity when listening to classmates’ presentations • When evaluating a group project or presentation, look for evidence that students: <ul style="list-style-type: none"> - focus their attention on the task - are willing to share their ideas and support the ideas of others - contribute to the activity or presentation - ask for feedback - help others when the need arises - show initiative and demonstrate leadership • When students prepare and practice oral presentations, establish task requirements such as prescribed length, information to be included, and language structures to use. Check if students: <ul style="list-style-type: none"> - communicate clearly - include accurate and relevant information - use conjunctions and time expressions to link ideas together in a logical sequence • Assess students’ writing for evidence that: <ul style="list-style-type: none"> - meaning is clear - sentences are related to each other - supporting details, reasons, or examples are included - a variety of vocabulary and expressions are used - time sequence is clear, with use of conjunctions and time expressions 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Kwakwala Phrasebook DVD</i> <p> Multimedia:</p> <ul style="list-style-type: none"> • <i>Kwakwala Phrasebook</i> • <i>Wəlkʷ - Tree of Life</i> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>First Nations Science and Ethnobotany Unit</i> • <i>Liqʷala / Kwakwala Book 1</i> • <i>Liqʷala / Kwakwala Grammar Reference Book</i> <p> Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive - Kwakwala</i> http://www.firstvoices.com/en/Kwakwala <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify and discuss cultural content in Kwakwaka resources. • form research questions and identify information sources. • explore effective methods for finding and recording information. • use appropriate protocol for collecting information from cultural resource people. • record and evaluate relevant information from Kwakwaka-speaking resource people and age-appropriate Kwakwaka resources, and identify information gaps. • explain acquired information in detail in oral, visual, and written forms. • acknowledge sources appropriately. 	<p>By now, students are able to use many strategies to identify key information in a variety of source materials. The tasks they perform frequently integrate all aspects of their language learning and should relate directly to their lives.</p> <ul style="list-style-type: none"> • Have students identify and use appropriate resources (e.g., traditional stories, cultural resource people) to gather information on historical or legendary Kwakwaka characters. Students select a person and prepare a poster that includes illustrations and a summary of the main details of the person's life. In small groups, students present their information orally, while the other students fill out a listening record and give feedback about the presentation based on the listening record. • Provide opportunities for students to work with various media to record the information they gather - e.g., recording an interview with an Elder on audiotape or video. • Ask students to review a variety of recipes for traditional Kwakwaka foods and compare traditional and modern diets, considering the corresponding differences in lifestyles and occupations. Students should gather information from a variety of Kwakwaka resources to support their topic. As an extension, have students form groups to conduct a class survey of preferences and eating habits, recording their results in a chart. • Invite students to prepare a native plant album, with photographs or drawings of plants labeled with their Kwakwaka names. Students identify one fact they would like to find out about each plant (e.g., traditional uses, where it is found, etc.), and appropriate sources of this information (e.g., cultural resource people, print materials, internet sites). Students should organize their albums in a logical way, grouping similar plants together. • Invite students to keep weather logs for a selected period of time, including suitable symbols and Kwakwaka weather expressions. Detailed weather terms could be researched using dictionaries or learned from fluent speakers. At the end of each week, ask two or three students to report on the weather trends they recorded and try to predict the following week's weather. • Present key vocabulary for a class discussion on part-time jobs, and have students determine and list the steps necessary to finding a job. Suggest that students examine employment advertisements translated into Kwakwaka and choose positions for which they would like to apply. Have students work in pairs to develop role-plays using the information they have acquired - e.g., simulated job interviews or telephone inquiries.

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to work with an increasing variety of sources to locate information required for tasks. Assessment considers both the processes students use - the skills, strategies, and approaches they employ to interpret information from resources - and the products or activities that demonstrate their degree of success. Self-assessment plays an important role in supporting skill development.

- When students present information on historical figures or legendary characters using a poster format, look for evidence that they:
 - include important biographical information
 - use visuals to add interest and support the written facts
 - include relevant and creative details
 - spell key words and phrases correctly
 - acknowledge their sources of information

- In assessing students' plant albums, look for:
 - accurate labelling of plants and spelling of plant names
 - at least 10 plants, with at least one fact about each plant
 - inclusion of interesting or unusual plants
 - logical organization and layout
 - acknowledgement of information sources

- As students demonstrate their abilities to acquire relevant information from K^wa^kw^ala job advertisements, rate each aspect of their role-play performances and provide feedback on a five-point scale (1= excellent, 5 = unsatisfactory). Students could assess their own performances and provide feedback to their peers using the same scale. For example, check whether students:
 - include accurate and relevant information
 - communicate clearly
 - make direct references to details provided in the source material
 - use appropriate vocabulary and structures
 - sustain interaction and support one another with questions, prompts, and body language

- Have students keep learning logs in which they record reflections on their developing language skills. Review the logs periodically for evidence that students have:
 - completed an entry for each class
 - set personal language goals and monitored their progress
 - used a variety of language-learning strategies and commented on their success

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.

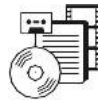


DVDs:

- *Kwakwala Phrasebook DVD*

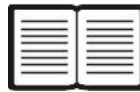


K^wak^wəkəw^w Elders and K^wa^kw^ala Speakers



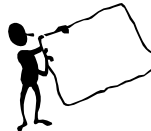
Multimedia:

- *Kwakwala Phrasebook*



Print Materials:

- *First Nations Science and Ethnobotany Unit*



Posters:

- *Li^qw^ala / K^wək^wala Weather / Seasons Posters*



Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works from Kwakwaka'wakw culture. • discuss creative works and respond in visual and written forms. • demonstrate comprehension of the main idea and significant details of a text. • identify the dilemma or conflicts and resolution faced by the main character in moral stories. • recognize storytelling techniques - e.g., choice of vocabulary, accompanying songs. 	<p>At this level, students will be able to appreciate a range of creative works and may bring in examples from outside the class. Engagement in activities increases when students can make individual choices, and when they are encouraged to respond creatively.</p> <ul style="list-style-type: none"> • Visit a local cultural site or gallery and look at several current exhibits. After the class discusses the exhibits, invite students to imagine they are curators of an upcoming exhibit. Ask them to choose five works they would display, and have them compose an ad or poster for the exhibition. • Over three or four lessons, have students watch a Kwakwaka'wala video and complete a variety of tasks to assist comprehension of the main ideas and significant details – e.g., mapping the story line, making predictions, summarizing important events. Then ask them to create posters to publicize the film as well as write short press releases or design promotional brochures, including plot summaries and details about show times and locations. Have students in pairs use their posters as prompts for role-playing dialogues in which they decide whether to see the movie together. • Have students read a selection of Kwakwaka'wala children's stories and identify the main idea and key details. Invite each student to select one of the following projects: <ul style="list-style-type: none"> - create a pattern book for young children - illustrate a story to clarify the meaning - role-play a story - change one element of the story all the way through - record a story on audiotape or video • Have students select three or four related creative works to respond to in a written or oral presentation. • Invite students to demonstrate their understanding of the main ideas and supporting details of a story read or listened to by producing an outline or summary, or paraphrasing it in their own words. Students could then use their summaries to write a review of the story. • Provide opportunities for students to experience traditional Kwakwaka'wala stories presented in a variety of ways: told by a guest storyteller, viewed on video, listened to on audiotape, or read. As a class, discuss new vocabulary encountered in the stories, the storyteller's choice of words, and songs that may accompany the story. Encourage students to incorporate these techniques into their own speech and writing where appropriate.

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral language, their methods of responding grow to include artwork, visual displays, and oral or electronic presentations. Students often work collaboratively to develop their responses.

- When students discuss gallery exhibits, look for evidence that they are able to:
 - make connections between other experiences and preferences and their responses to the exhibits
 - give reasons for their preferences or views, with supporting details
 - take risks to use new structures and vocabulary
- To assess students' exhibition ads or posters, look for evidence that students:
 - demonstrate an appreciation of welcoming language
 - present accurate, appropriate, and complete information
 - attempt to appeal to an audience
 - incorporate topical vocabulary, language structures and expressions learned in class
- When students complete film comprehension tasks, look for evidence that they:
 - understand the main theme of the film
 - notice and accurately represent key details
 - make connections between the film and their own experiences
 - respond to their peers' work and provide feedback in a respectful way
- Assess students' role-plays for:
 - expression of personal preferences
 - focus on key themes or features of the movie they are discussing
 - credible and comprehensible interaction
- Work with students to outline requirements (e.g., format, length) for their responses to a group of related creative works. Provide or negotiate assessment criteria - e.g.,
 - selections offer some challenge in terms of language or culture
 - clearly describes key shared features of the works
 - supports a point of view with reasons and examples
 - makes connections to other experiences or works

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwaḱwala Phrasebook DVD*
- *Willie Family Song Project*



Kʷakʷəkəwəkʷ Elders and Kʷakʷala Speakers



Multimedia:

- *Kwaḱwala Phrasebook*
- *Mácał ʔi da ʔəngax̄tola? What is a Button Blanket?*



Web Resources:

- *Reciprocal Research Network*
<http://www.rrnpilot.org/login>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use positive language to create balance and make informed decisions. • identify language, expressions, and behaviours that reflect cultural context. • follow the order of events and placement of people during ceremonies and events. • describe ways that Kwakwaka and other languages have influenced each other. • identify and describe similarities and differences between Kwakwaka customs and other cultures' customs. • identify contemporary issues in Kwakwaka culture. 	<p>Students in Grade 10 are working hard to establish their own identities while at the same time wondering how they compare to others. To help them shape their own identities while respecting others, they examine the role of cultural practices and traditional language patterns.</p> <ul style="list-style-type: none"> • Invite students to discuss making informed decisions in their lives, relating these decisions to cultural teachings. Students could then develop a presentation on healthy decision-making for an audience of younger students. • Ask students to examine Kwakwaka resources such as videos, or observe fluent speakers interacting at community events, to identify language, expressions, and behaviours that reflect cultural context – e.g., body language, greetings and leave-taking, expressions of politeness, routines and idioms. Students pool their results in groups, and then share their observations with the class using oral, visual, or multimedia methods. • As students expand their lists of borrowed words, discuss Kwakwaka's contribution to the trade language Chinook Jargon, which in turn contributed many words to English. Invite students to consider words that came into Kwakwaka from French, though Chinook (e.g., <i>gʷəsʷ</i>, “pig”, from <i>cochon</i>), and how these words were adapted to the Kwakwaka sound system. Students could also look for examples of Kwakwaka word-parts combined with word-parts from another language (e.g., <i>pinkstu</i>). Encourage students to add words or phrases to their lists on an ongoing basis. • Divide the class into two groups and teach each group a different game commonly played in Kwakwaka culture - e.g., <i>Łəhal</i>, Indian Baseball. Once each group has learned its game, rearrange students into several smaller groups, each containing members from both original groups. In each small group, have students teach each other the games they have learned. As an extension, students could identify games commonly played in English that resemble these Kwakwaka games, or research and present games from other eras or cultures. • Examine several versions of a traditional story as it exists in Kwakwaka culture and other cultures. Have students identify similarities and differences in plot, theme, moral, and other elements in various versions of the story. Then challenge to students to each rewrite a traditional story, changing its setting to that of a contemporary Kwakwaka culture.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment is based on activities that call for a growing awareness of Kwakwaka'wakw cultural practices and Kwakwaka'wakw idiomatic expressions. Activities should also encourage students to reflect on and make comparisons among Kwakwaka'wakw culture and other First Nations and immigrant cultures.

- When students discuss healthy decision-making or share observations with the class, look for evidence that they:
 - express their ideas in Kwakwaka'wakw
 - use detail to support their points of view
 - demonstrate respect for cultural diversity
 - participate actively in discussions
- Review students' lists of borrowed words from time to time for evidence that:
 - information is accurate, complete, and clearly presented
 - students understand how borrowed words are adapted to the borrowing language's sound system and word-building patterns
- Work with students to develop criteria for assessment and feedback as they teach each other traditional games or present games from other cultures. For example, criteria might include:
 - directions were clear (e.g., props and visuals simplified complex ideas)
 - game was interesting or fun
 - group members explained the cultural importance of the game
 - group made connections to other more familiar activities and games
- When assessing students' contemporary versions of traditional stories, consider the extent to which students:
 - make changes appropriate to the new context
 - demonstrate interest or engagement in Kwakwaka'wakw cultural elements
 - understand relevant details of the original story
 - maintain the changes consistently throughout
 - show creativity in their revisions
 - retain the original intent or teachings

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwakwaka'wakw Phrasebook DVD*



Kwakwaka'wakw Elders and Kwakwaka'wakw Speakers



Multimedia:

- *Kwakwaka'wakw Phrasebook*
- *Wakwaka'wakw - Tree of Life*









Web Resources:



- *FirstVoices Archive - Kwakwaka'wakw*
<http://www.firstvoices.com/en/Kwakwaka>
- *Kwakwaka'wakw*
<http://www.languagegeek.com/wakashan/kwakwaka.html>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • exchange information and opinions about social issues which affect them, giving reasons and reactions. • ask for and give detailed information and assistance. • express certainty and uncertainty - e.g., <i>ʔəm ʔólaḱala. (Absolutely true, yes.), kǐʔsən ǒóḱalaʔ. (I don't know.), kǐʔsən ʔólaḱa ǒóḱalaʔ. (I am not sure.), ʔəm, níḱiqəlamən. (Yes, I think so.)</i> • recognize and use some idiomatic phrases and formulae in written communication. • follow instructions for doing something unfamiliar. • use a range of vocabulary and expressions in past, present, and future. • interact with growing confidence in familiar situations drawn from real life. 	<p>As students support and encourage each other on a regular basis, they are able to interact with greater confidence in familiar situations and apply their growing range of communication strategies more consistently.</p> <ul style="list-style-type: none"> • Invite a member of the community to make a brief presentation to the class, in Kʷaḱʷala, about a topic of local interest. Encourage students to listen actively and ask the speaker questions in Kʷaḱʷala to gather further information. Students could also write letters to invite and thank the speaker, using formal language conventions. • Hold brief, weekly discussions to give students the practice they need to develop their communicative skills. Topics might include: past celebrations, news items, an unforgettable moment, the best gift ever received. Students could also enter their ideas or thoughts about the topics in journals, giving them an opportunity to clarify their thinking and refine their communication. At regular intervals, ask each student to choose a journal entry to refine and submit. • Provide opportunities for students to role-play a variety of common situations, giving time for preparation but not requiring a memorized script. Each pair draws a card describing a situation, and presents their role-play after a few minutes of preparation. • As students read and listen to Kʷaḱʷala materials, ask them to observe how certainty and uncertainty are expressed in Kʷaḱʷala. Have students select three sentences and write different variations, with different levels of certainty, e.g., <ul style="list-style-type: none"> - <i>ǒóḱalamənḱas ýúḡʷεʔḱiḱ ʔənsḱéʔ. (I know that it will rain tomorrow.)</i> - <i>ʔólaḱalən ǒóḱalaḱs ýúḡʷεʔḱiḱ ʔənsḱéʔ. (I am sure that it will rain tomorrow.)</i> - <i>kǐʔsən ʔólaḱala ǒóḱalaḱ quʔ ýúḡʷa laḱ ʔənsḱéʔ. (I am not sure if it will rain tomorrow.)</i> - <i>ýúḡʷaganəmeʔḱiḱ ʔənsḱéʔ. (I wonder if it will rain tomorrow.)</i> • Encourage students to keep lists of idiomatic expressions encountered in listening and reading activities, and work with these expressions by: <ul style="list-style-type: none"> - categorizing them into meaningful groups - matching a place, context, or scenario with each expression - matching symbols to expressions to aid recall - attempting to use expressions when appropriate • Invite students to work in small groups to interpret and follow Kʷaḱʷala instructions for a new or unfamiliar task - e.g., assembling a piece of equipment, navigating through a new neighbourhood, cooking an exotic dish.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>At this level, assessment increasingly involves situations or tasks designed to help students develop and demonstrate their growing language facility. Self- and peer assessment continue to be important ways of supporting students as they acquire and practice useful vocabulary and structures.</p> <ul style="list-style-type: none"> • Assess students' letters, journal entries, and other written work for evidence that: <ul style="list-style-type: none"> - meaning is clear - supporting details, reasons, or examples are included - a variety of vocabulary and expressions are used - time sequence is clear, with appropriate use of transitions • Outline task requirements for students' role-plays - e.g., length, special requirements for language content, use of props. The role-plays could be assessed by teacher and peers using criteria such as: <ul style="list-style-type: none"> - language is understandable - statements are logical and related to the topic - speech is reasonably fluid - interaction is sustained - students attempt to convey spontaneity - students use gestures and other strategies to clarify meaning as needed • Assess students' oral work for evidence that <ul style="list-style-type: none"> - information is complete - verb tenses and aspects support communication - presentation is clear, and intonation supports meaning - narration of events is comprehensible - some detail is provided - preparation has occurred (e.g., students speak confidently with minimal support) • As a class, determine key behaviours or criteria for students' daily oral communication in class. Criteria might include evidence that students: <ul style="list-style-type: none"> - volunteer questions and information - take opportunities to practice newly acquired vocabulary and structures - persevere in Kwakwala (e.g., repeating, rephrasing, attempting to self-correct, using gestures) when they cannot understand or be understood - actively listen to other students, and support and encourage them when they speak in or listen to Kwakwala - take risks to use unfamiliar language - self-monitor and attempt to correct recurring or significant errors 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> CD-ROM:</p> <ul style="list-style-type: none"> • <i>Kwakwalala Gaxan: Speak Kwakwala To Me</i> • <i>Elders' Language Recording Workshop: Kwakwala Learning CDs</i> • <i>River Talk: kwakwala Learning CD</i> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Actions: kwakwala Development DVDs</i> <p> Flash Cards:</p> <ul style="list-style-type: none"> • <i>kwakwala Flash Cards</i> <p> <i>Kwakwəkəwakw Elders and Kwakwala Speakers</i></p> <p> Print Materials:</p> <ul style="list-style-type: none"> • <i>Kwakiutl Texts - Parts I, II, and III</i> • <i>TPR Level One: kwakwala Development</i> <p> Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive - Kwakwala</i> http://www.firstvoices.com/en/Kwakwala

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> describe or narrate events, experiences or situations, using appropriate time referents - e.g., <i>máwísla</i> “in the meantime”, <i>ʔáʔaGawε?</i> “it happened later”, <i>mákəla ʔáʔaGawεʔʔəs</i> “it is next, right after this”. give sequenced instructions with appropriate rules, conditions and imperatives. compare people, places and things. present a speech at a school or community event. 	<p>With the support of their peers, Grade 11 students are able to speak and write with growing confidence and use an increasing range of structures and sequencing techniques for practical purposes.</p> <ul style="list-style-type: none"> Invite a fluent Elder to speak to the class in Kwakwaka. Ask students to write notes to capture the basic information presented. Then have students refer to their notes to retell one of the Elder’s experiences or stories. As an extension of the above, have students write a paragraph comparing an aspect of the Elder’s early life with their own lives, briefly discussing the advantages and disadvantages of each. For example, a paragraph on food might compare the Elder’s diet as a teenager with the student’s eating habits today. Other aspects to compare could include: celebrations, pastimes, clothing, school experiences, family structure, daily routines, dating customs, etc. Challenge students to explore various examples of people whose lives have been changed in some dramatic way. Encourage them to think of their own life-changing experiences and prepare presentations for the class. In the presentations, they describe what they were like before these experiences and how they have changed as a result. <ul style="list-style-type: none"> <i>kátinux^wən ʔáχ^wa náʔaχ.</i> (I am a writer today.) <i>kíswəʔən kátinux^w gən gənánəmuʔteʔx.</i> (I was not a writer when I was younger.) <i>gən ʔeʔx q^wəlyáɡ^wəńak^wəlaʔ kátíχsdən qəʔéda ʔáwaq^wəs cícaʔaləm.</i> (When I am older, I want to be a writer for the ʔáwaq^wəs News.) <i>ʔóʔəmʔən həyúlis qáquʔaʔ χuχ náxnakinayáχsa náʔaχ.</i> (I will practice/learn every day.) Ask students to form small groups to brainstorm reasons why smoking is harmful. After the group discussion, have students complete questionnaires on personal smoking habits. The whole class could identify the three most common reasons for smoking. In pairs, students share opinions and reasons for prohibiting smoking in various public places and then present their ideas to the class. Challenge students to apply their Kwakwaka speaking skills at community events. Students should work towards making a speech in public - e.g., at a school awards ceremony or a bighouse event. Work with students to develop criteria for evaluating their success, and have them submit a self-assessment.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Assessment at this level increasingly focuses on tasks designed to challenge students to demonstrate and expand their speaking and writing skills. As they acquire and experiment with new structures and vocabulary, students should be encouraged to assess and self-correct their work, and to share feedback with their peers in supportive ways.</p> <ul style="list-style-type: none"> • Assess students’ written work for evidence that: <ul style="list-style-type: none"> - meaning is clear - appropriate examples, reasons, and supporting details are offered - time sequence is clear, with attempts to use time referents - a variety of sentence types are used with accurate grammar, including commands and <i>if ... then</i> statements. • When students give presentations describing life-changing experiences, criteria might include: <ul style="list-style-type: none"> - information is complete - verb tenses support communication and show some refinement - presentation is clear, and pronunciation and intonation support meaning - description and narration of events is comprehensible - some detail is provided - presentation shows evidence of preparation (e.g., student speaks confidently with minimal support) <p>After each presentation, classmates ask the presenter questions to clarify or expand on details. Students could be required to ask a minimum number of questions in the course of the presentations. Questions can be assessed for the extent to which they:</p> <ul style="list-style-type: none"> - are comprehensible - are relevant to the presentation - ask for information not already provided • In self-assessing their speeches at community events, students should consider questions such as: <ul style="list-style-type: none"> - Did I use appropriate greetings and expressions of politeness? - Did I convey my message clearly? - Was it sequenced in a logical order? - Did I speak at a reasonable pace and volume, with appropriate intonation? - Did audience members offer positive feedback after I spoke? <p>If possible, students should also ask a fluent speaker in the audience to assess their speeches.</p> 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> CD-ROM:</p> <ul style="list-style-type: none"> • <i>Kwaḱwala Gaxan: Speak Kwaḱwala To Me</i> <p> Web Resources:</p> <ul style="list-style-type: none"> • <i>FirstVoices Archive - Kwaḱwala</i> http://www.firstvoices.com/en/Kwakwala <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify and analyze cultural content in K^wa^k^wala resources. • form research questions and identify information sources. • use a variety of methods for finding and recording information. • use appropriate protocol for collecting information from cultural resource people. • identify forms of communication chosen to match a purpose and audience. • record and organize relevant information from a variety of K^wa^k^wala resources to fit a research need. • summarize and use acquired information in oral, visual, and written forms. • follow protocol for acknowledging sources. 	<p>At this level, many students are able to retrieve specific information and apply their growing language abilities to adapting information for a purpose. Both the resources and the tasks should be at the age and interest level of the students and be relevant to their lives.</p> <ul style="list-style-type: none"> • In small groups, students use K^wa^k^wala to brainstorm research questions about an environmental or social issue of their choice - e.g., fish farming, logging practices, development on archaeologically significant sites, etc. Using K^wa^k^wala, students interview community resource people who are knowledgeable about their topic, taking notes and/or recording the interview on audiotape or video. Students then use the information they learned to compare and contrast current and former resource harvesting practices, land uses, etc., summarizing the advantages and disadvantages of each. Students could then organize an awareness campaign about their chosen issue for the school, including posters, public-address announcements and leaflets in K^wa^k^wala. • Provide opportunities for students to research and organize information from cultural resource people and a variety of other sources to explore and support a topic - e.g., writing a biography of a community champion, studying an aspect of local history. Ask the class to brainstorm effective ways to present the information they have gathered - e.g., web site, demonstration, model, map. • Have students investigate past and present gender roles in the K^wa^k^wak^w world. Students could select and refer to sources such as stories, songs, and guest speakers. Have students identify traditional values in areas relating to division of labour, dating or courtship customs, marriage, and relationships. As a class, discuss the extent to which these values have changed and what might happen in the future. Students could create and label a series of illustrations, symbols, or computer graphics to reflect their conclusions and predictions. • Invite a guest to speak in K^wa^k^wala about health and fitness. Based on information learned from this presentation, each student chooses one area of his/her lifestyle that he/she would like to improve. Ask each student to create a Self-Improvement Plan in K^wa^k^wala, and monitor progress for one month in a journal. Entries should be written daily and make direct reference to the plan each student has developed, noting steps taken or not taken. At the end of the month, students may present their plans to the class with summaries of the results. Results could also be presented visually.

SUGGESTED ASSESSMENT STRATEGIES

By Grade 11, students are familiar with a wide range of classroom, library, and other resources they can use to locate information. Assessment focuses on the extent to which students are able to draw on these resources to acquire accurate and relevant information for a variety of assignments. The forms and skills students use to apply and convey the information for particular purposes and audiences are increasingly important.

- For projects such as awareness campaigns, look for evidence that students have:
 - acquired accurate and relevant information
 - communicated their information clearly
 - presented their information or views in a way that appealed to their audience
 - used a range of useful vocabulary, expressions, and structures
 - taken risks to include complex information or unfamiliar language
 - demonstrated sensitivity to cultural issues
 - suggested solutions to the problem presented
 - suggested actions to be taken by the school
- When students complete written research assignments, look for evidence that:
 - information is relevant and accurate
 - the assignment includes details, reasons and examples to support key points
 - language is appropriate and understandable
 - information is organized in a way that makes it easy to follow (e.g., transitions and tenses are used effectively)
 - sources are acknowledged appropriately
- When students investigate changes in gender roles, look for evidence that they:
 - ask thoughtful questions about culture and lifestyle
 - seek out valid and credible information, rather than stereotyping
 - are aware of key elements of their culture and behaviours, and sensitive to more subtle or complex elements or patterns
 - show interest in the symbols and meanings their classmates have perceived
- When assessing students' Self-Improvement Plans, consider the extent to which they have:
 - developed coherent plans based on information presented by the guest speaker
 - communicated relevant information clearly
 - documented progress daily in their journals
 - summarized results (what worked and what did not), giving reasons and conclusions
 - included self-assessment components

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



DVDs:

- *taGa?tila: Making An Eulachon Trap*



Kʷakʷəkəwəkʷ Elders and Kʷakʷala Speakers



Print Materials:

- *Geographical Names of the Kwakiutl Indians*



Web Resources:

- *Bibliography of Materials on the Kwakwala Language:* <http://www.ydli.org/biblios/kwabib.htm>
- *FirstVoices Archive - Kwakwala* <http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works from Kwakwaka'wakw culture. • compare, contrast, and respond to creative works in a variety of ways. • identify and describe the purpose of a text. • identify and reflect on lessons learned from moral stories. • recognize storytelling techniques used for effectiveness of presentation - e.g., intonation, suspense. 	<p>At this age, students are increasingly receptive to experiencing and interpreting creative works from a broader range of formats, time periods, and Kwakwaka'wakw regions. Students' developing language skills allow them to appreciate these creative works and their cultural contexts more fully.</p> <ul style="list-style-type: none"> • Provide opportunities for students to view photos or slides of famous landmarks in the Kwakwaka'wakw region. Then have them create guided tours of a museum or town of their choice, highlighting points of interest. • Discuss with students several paintings by Kwakwaka'wakw artists and ask them to consider appeal, feeling, and style. Then have each student select or create a painting or sketch and describe her / his reaction to it in a presentation to the class. Encourage classmates to respond. • Introduce several Kwakwaka'wakw songs over a period of time, then assign roles to students: either singer or deejay. "Deejays" prepare generic interview questions, and "singers" prepare information about themselves and their songs. Pairs match up randomly and conduct an interview in Kwakwaka'wakw for the class. <ul style="list-style-type: none"> - <i>másis ?ix?agiyo?is qámdamá??</i> (What is your favourite song?) - <i>qámtúlámás?</i> (Do you compose songs?) - <i>gənsís məlgwətús qámdamá??</i> (How many songs do you remember?) • Present a folk tale, legend, or modern story in Kwakwaka'wakw, but do not provide the ending. Challenge students to write or act out possible endings, and to consider how their ending affects the purpose or moral of the story. • Invite students to listen to Kwakwaka'wakw stories told by fluent Elders, in person or on audiotape. Ask students to focus on storytelling techniques, such as intonation and ways of building suspense. Students could also observe and identify these features in a written transcript of a story. Challenge students to retell a story using these techniques, or create and present a new story that makes use of them. As an extension, students could compare and contrast the storytelling techniques identified on an archival recording with those of a present-day storyteller.

SUGGESTED ASSESSMENT STRATEGIES

By Grade 11, students’ oral and written skills should enable them to respond to creative works in varied ways and with increasing detail. Through oral interactions, as well as short written texts, students demonstrate an increasing level of sophistication in their responses.

- When students make oral presentations, such as simulated guided tours or interviews, observe and note the extent to which they:
 - express and support a consistent point of view
 - express their individuality through their responses
 - provide accurate information
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage their audience
- Work with students to develop criteria for their visual arts presentations, in the form of a checklist or rating scale. Criteria might include:
 - conveys the visual image clearly
 - uses understandable Kwakwaka
 - describes the mood of the work and his/her response, giving reasons or supporting details
 - responds appropriately to questions and comments from others
- When students present a new story or ending, or retell a traditional narrative, look for evidence that:
 - presentation and choice of vocabulary convey characters’ emotions and the mood of the story
 - students attempt to use the traditional storytelling techniques they have identified
 - presentation has been rehearsed
 - students attempt to engage their audience
- From time to time, have students review their responses to creative works by answering questions such as:
 - Which of the creative works you have viewed, listened to, or read this year or term stands out in your mind?
 - Which part of the activity was most interesting for you: reading, viewing, listening, or creating your response?
 - How did your view or understanding of the original work change as you worked on your project?
 - What difference might a different project have made?
 - How are your responses or preferences similar when you compare Kwakwaka stories or songs to works in English or other languages?
 - How are your responses to these works different?

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Willie Family Song Project*



Kwakwaka Elders and Kwakwaka Speakers



Print Materials:

- *Stone, Bone, Antler, & Shell: Artifacts of the Northwest Coast*



Web Resources:

- *Bibliography of Materials on the Kwakwaka Language*
<http://www.ydli.org/biblios/kwabib.htm>
- *Reciprocal Research Network*
<http://www.rrnpilot.org/login>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • converse with an unfamiliar speaker, using appropriate register - e.g., formal register, informal register, etc. • identify and compare language, expressions, and behaviours that reflect cultural context. • follow the process and protocol of a ceremony or event within the local community. • demonstrate an understanding of regalia used during celebrations and ceremonies. • identify and explain the construction and purpose of puns and jokes. • identify examples of implied or indirect language. • compare and contrast Kwakwaka'wakw customs to those of other cultures. • analyze and discuss contemporary issues in Kwakwaka'wakw culture. 	<p>As students' understanding of the Kwakwaka'wakw world deepens, they will recognize how Kwakwaka'wakw and other languages and cultures influence one another. Through the study of Kwakwaka'wakw culture and reflection on other cultures, most students at this level are enhancing their sensitivity towards other cultures as a whole.</p> <ul style="list-style-type: none"> • Ask students in groups to read a selection of formal letters written in Kwakwaka'wakw and identify the register and language conventions used. Suggest that they follow these samples to write letters to Kwakwaka'wakw businesses or agencies, requesting information (e.g., on employment opportunities). Encourage students to share any replies they receive. • Have each student choose a topic (e.g., work, leisure, family rules, consumer habits) and compare his or her lifestyle in that area with that of a grandparent and a parent (or other cross-generational relatives). Then ask students to project their conclusions into the future and predict how their children might function in tomorrow's society. • Show students a video or presentation on Kwakwaka'wakw dances. Have students in small groups select a particular dance and research its origin and history. Students should also investigate the regalia associated with the dance, including their meaning and origin in traditional narratives.- e.g., q'angáxtola "button blanket" cépa "apron" q'əñxáwayi "cedar neck ring" yəx'əmł "mask" yəx'íwe? "chief's headdress" yádən "rattle" xísiwe? "forehead mask" x'áGək "cedar headpiece" <p>Groups present the information to the class in their chosen format (e.g., poster, dramatization, oral report) and demonstrate some of the dance steps.</p> <ul style="list-style-type: none"> • Encourage students to maintain lists of puns and jokes encountered in listening and reading. Ask them to consider how Kwakwaka'wakw puns and jokes are constructed, and when and why they are made. • Invite students to consider and compare customs, expressions and behaviours in Kwakwaka'wakw culture and other cultures – e.g., table manners, greetings. Students could present their findings as role-plays. • Ask students to identify a contemporary Kwakwaka'wakw cultural issue, and present a commentary to the class in a format of their choice – e.g., write a brief essay, lead a class discussion, give a PowerPoint presentation. • Invite students to imagine that they have travelled to another Aboriginal community in Canada or the world, and write a short letter home. Letters should include details of a celebration they attended, and compare it with a similar celebration at home.

SUGGESTED ASSESSMENT STRATEGIES

Assessment in Grade 11 focuses on students' ability to look at familiar customs from different points of view, whether in the family, school, or community. At this level, the complexity of students' ideas will exceed their ability to express them in Kwakwaka. To encourage and reveal higher-level thinking, provide opportunities for students to communicate using symbols, graphics, or diagrams, as well as language.

- When students write formal letters, assess the clarity of their messages and their use of appropriate language; expressions of greeting, thanks, and closing; and idiomatic expressions.
- To evaluate students' presentations of Kwakwaka dances and regalia, note the extent to which they:
 - have gone to some effort to find information
 - demonstrate understanding of the meanings, origins, and relationships between the dance and the regalia
 - are willing to learn and teach others how to do the dance
 - demonstrate cultural appreciation
- Assess students' letters home from another Aboriginal community for evidence that students have:
 - researched another community's celebration in a respectful way
 - provided accurate and detailed information
 - compared and contrasted activities and customs
 - offered an individualized response to these comparisons

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.

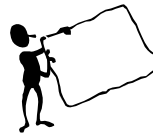


DVDs:

- *táGa?tila: Making An Eulachon Trap*



Kwakwaka Elders and Kwakwaka Speakers



Posters:

- *ǰinagila: The Process Of Making Grease*



Print Materials:

- *Cedar: Tree of Life to the Northwest Coast Indians*
- *Geographical Names of the Kwakiutl Indians*
- *Kwakiutl Texts - Parts I, II, and III*
- *Stone, Bone, Antler, & Shell: Artifacts of the Northwest Coast*
- *The Social Organization and Secret Societies of the Kwakiutl Indians*



Web Resources:

- *Reversing Language Shift*
http://jan.ucc.nau.edu/~jar/RIL_4.html

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • solicit and offer information, ideas, thoughts, opinions and points of view, giving reasons, reactions, and supporting details. • discuss short- and long-term plans, goals, and intentions, using appropriate time referents and conjunctions. • discuss options, using terms for possibility, comparison, contrast and cause. • recognize and use some idiomatic phrases, formulae, and ritualized language expressions in oral and written communication. • seek the input of those who are experienced in the area of discussion. • attempt to reformulate the ideas of others to enable consensus. • use a wide range of vocabulary and complexity of expression in past, present, and future. • interact effectively and with some spontaneity in situations drawn from real life. 	<p>In Grade 12, students are expected to use their K^wa^kw^ala communication skills and strategies to cope in common situations, as well as in unexpected ones. Students should challenge themselves to speak only K^wa^kw^ala in class, and seek out opportunities to hear and use K^wa^kw^ala in interactions outside the classroom.</p> <ul style="list-style-type: none"> • Ask students to brainstorm issues or current events that interest them. Encourage them to participate regularly in discussions on these issues, giving reasons and information to support their views. • Have students discuss future plans after graduating (e.g., work, travel, further education). Encourage students to give convincing reasons for their choices, and to discuss options and possibilities. • Divide the class into groups of three. Ask two students in each group to interview the third as a candidate for the ideal housemate. Before the interviews, have groups prepare lists of possible questions. Encourage students to ask additional questions while conducting the interviews. • In small groups, have students discuss the pros and cons of a decision or situation - e.g., going to university or to trade school; living in an urban setting or in a small rural community; standard or vegetarian diets. Information gathered may also be used to compile articles or create displays. • After a general discussion on the existing rules of the school, have the students work in small groups to give their reasons for wanting to change one or more rules they find unfair or unnecessary. Each group presents its suggestions for class consideration. The class reaches consensus through discussion and voting on two or three rules to be changed. A class representative could follow up with the student council and administration. • Ask students to brainstorm situations outside of school in which they can use K^wa^kw^ala (e.g., conversing with Elders, preparing food with family members, asking for information). Work with students to develop criteria for assessing their degree of success. Then assign partners to work together to apply their K^wa^kw^ala skills in out-of-school tasks. Have each pair submit an outline of the task and an assessment of their success.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students are expected to engage in increasingly complex and spontaneous oral interactions in which they demonstrate their facility with Kwakwala and the strategies they have developed to sustain and extend communication.

Communication and risk-taking continue to be more important in most situations than accuracy and precision. However, if students have practiced and prepared oral or written work, assessment should consider errors that detract from the effectiveness or impact of the message. Peer assessment can be an important part of the feedback that students need to support their development.

- To assess students' participation and effectiveness in class discussions, look for evidence that they:
 - take positions and make their views clear
 - give relevant reasons and examples to support their opinions
 - listen actively and attempt to respond to or build on others' ideas
 - participate in the discussion with some degree of spontaneity and engagement
- When students are interviewing one another or role-playing other situations, arrange for each group to be observed by at least two other students, who look for evidence that the students:
 - interact in Kwakwala
 - convey appropriate, relevant information
 - use a variety of strategies to negotiate meaning and sustain the interactions (e.g., rephrasing, questioning, repeating key words and phrases)
- Collaboratively develop criteria to assess students' interaction in out-of-school situations. Criteria might include the extent to which students:
 - present clear, complete, appropriate messages
 - interact with growing spontaneity
 - sustain interaction with an easy flow of language
 - use vocabulary and idioms effectively
 - avoid serious errors in tense, aspect and structure that obscure meaning
- In assessing students' written work, look for evidence that they:
 - present and sequence their ideas logically
 - provide relevant details, reasons, and examples to justify their views
 - use a range of vocabulary related to the topic
 - integrate previously learned patterns and structures appropriately
 - use idiomatic expressions to enhance their communication

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



CD-ROM:

- *Kwakwalala Gaxan: Speak Kwakwala To Me*
- *Elders' Language Recording Workshop: Kwakwala Learning CDs*
- *River Talk: kwakwala Learning CD*



DVDs:

- *Actions: kwakwala Development DVDs*



Flash Cards:

- *kwakwala Flash Cards*



Kwakwəkəwakw Elders and Kwakwala Speakers



Print Materials:

- *Kwakiutl Texts - Parts I, II, and III*
- *TPR Level One: kwakwala Development*



Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> describe, narrate, and analyze events, experiences, or situations. explain a procedure, giving steps and reasons. use persuasive language to put forward a particular view. use appropriate language structures to give advice. 	<p>In Grade 12, students are expected to bring together the speaking and writing skills they have learned and apply them in a variety of real-life situations. Students should look for opportunities to listen to Kwakwaka'ech speeches in the community, and challenge themselves to speak in Kwakwaka'ech at family and community events.</p> <ul style="list-style-type: none"> Have students prepare written responses in Kwakwaka'ech to questions regarding role models or people they admire - e.g., <ul style="list-style-type: none"> - ?əng^wis máyaxəlasuwa?os? (Who do you admire / look up to the most? Who do you respect?) - wídi gúkwe?sis GáGəmpus? (Where is your grandmother's house?) - wída máyuləmis ?əbəmpus? (Where was your mom born?) <p>Responses could include, e.g.,</p> <ul style="list-style-type: none"> - kə?énuχ^wdi. (He was a good carver.) - hédəχ gaχ gúk^wəli čád^wisnuk^wəme? (She lives in New Vancouver.) - hédən máyuləmi təkús. (I was born in Takush.) <p>Using these information sheets as references, students interview one another and present their partners to the class.</p> <ul style="list-style-type: none"> Have students research and present a proposal for addressing a local issue or problem – e.g., restoring a creek, building a skateboard park, etc. Students should attempt to persuade their audience to accept the proposal, giving a step-by-step outline of the suggested course of action, and reasons or examples to support it. Visual aids could also be used – e.g., PowerPoint presentation, pamphlet, model. Invite students to create role-plays from situation cards about asking for and giving advice. Give time for preparation but not memorization. Situations might include: <ul style="list-style-type: none"> - a student studying Kwakwaka'ech for the first time and seeking study tips. - a student seeking information on how to increase health, energy, and fitness levels.

SUGGESTED ASSESSMENT STRATEGIES

Grade 12 students are expected to produce increasingly complex connected speech and text. Assessment should encourage students to take risks to demonstrate their command of complex structures and convey their messages in new ways. In situations where students have prepared and practiced oral or written presentations in advance, the impact of the message must not be obscured by language errors.

- When students write about their heroes and role models, look for evidence of:
 - clear, understandable messages
 - examples of how the role models have influenced them
 - accurate complex and compound sentences and phrases used to hold ideas together
 - use of linking devices
 - use of idioms and topical vocabulary
- When students present the results of their interviews about partners' role models, consider the extent to which they:
 - speak from notes rather than prepared text
 - present information clearly
 - summarize key points and include relevant details
 - use appropriate vocabulary and structures
 - organize information and time sequences clearly (e.g., use transitions and tenses effectively)
 - respond to questions spontaneously
- When students present their proposals for addressing a local issue, look for:
 - persuasive language used to put forward an idea
 - a sequenced outline of the proposed course of action
 - supporting details, reasons and examples
 - use of one or more visual aids

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



CD-ROM:

- *Kwaḱwalala Gaxan: Speak Kwaḱwala To Me*



Web Resources:

- *FirstVoices Archive - Kwaḱwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • with the guidance of community Elders, identify culturally sensitive information and appropriate contexts and reasons for using it. • form research questions and identify information sources. • read and discuss written material from cultural or historical sources. • explore effective ways of finding, recording and using information. • use appropriate protocol for collecting information from cultural resource people. • record, analyze and organize relevant information from several Kwakwaka'waka sources to fit a research need. • condense, synthesize and use acquired information in oral, visual, and written forms. • follow protocol for acknowledging sources. 	<p>At this level, students will engage in meaningful tasks that require specific information. They should be able to locate information with confidence, skim for relevant facts, and use dictionaries and other resources appropriately.</p> <ul style="list-style-type: none"> • Invite a fluent Elder to work with the class to identify a community research need that the class could assist with - e.g., a traditional use study. • Invite students to identify and use a variety of sources to research travel in the Kwakwaka'waka region, including destinations and traditional and modern methods of transportation – e.g. xwaxcən “to go by canoe”, xixcən “to go by steamboat”, pəxácəla “to go by plane”. Ask students to each collect and present ten helpful hints for hiking, paddling, or camping in the area. As an extension, the class could compile a master list of tips for travel and eco-tourism in the Kwakwaka'waka region. • Ask students to research the lives of Elders, past and present, using photographs, video and audio recordings, and/or in-person interviews. Challenge students to come up with an innovative way to share or use the information they have gathered – e.g., making a children’s book, writing a newsletter article, putting on a workshop. • Invite guest speakers who are fluent in Kwakwaka'waka to present on a variety of career opportunities. Select a student to greet, introduce, and thank each guest. Ask each student to choose one of the professions or trades presented and prepare a written report, display and oral presentation for a Career Fair. Students could also refer to other Kwakwaka'waka resources -e.g., brochures, articles, the internet. As students visit each other’s displays at the Career Fair, they record information about careers that interest them and why. For example, they might ask and respond to questions such as: <ul style="list-style-type: none"> - wídas gúkʷəli? (Where do you live?) - hédən gúkʷəli cáx̣is. (I live in Fort Rupert.) - wídas ʔíʔaʔx̣əliʔʔ? (Where do you work?) - láx̣a kálwilas. (At the store.) - másis ʔíʔax̣ʔinayəʔos? (What do you do?)

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to use a wide range of resources to acquire the information they need for oral and written activities. Students are expected to locate and consult cultural resource people and other Kwakwaka resources in their community or elsewhere (e.g., via the internet or correspondence), as well as making use of resources available in the classroom.

- When students present their travel tips, look for evidence of:
 - effective use of details and examples
 - relevant reasons for each tip
 - appropriate language structures
 - organization of the tips in a logical order
 - accurate understanding of the information presented by classmates

- When students present information at the Career Fair, presentations should include relevant, accurate, clear, and well-organized information about:
 - why they have chosen these careers to investigate
 - the requirements and qualifications needed
 - the nature of the jobs, including salaries and working conditions

Consider collecting students' career summaries and assessing them for accuracy and relevance of information.

- As students work with information from a variety of sources in Kwakwaka , prompt them to reflect on and assess the skills and strategies they use for acquiring information by asking questions such as:
 - Overall, how successful were you at finding the information you needed?
 - What was your first approach to the material? How did that work?
 - What other strategies did you use that seemed most helpful?
 - What types of problems caused you the most difficulty? What strategies helped?
 - What did you learn about reading Kwakwaka materials that might help you in future assignments?
 - What kinds of information-gathering tasks are you most comfortable with?
 - What skills and strategies would you like to improve?

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.



*Kwakwəkəwakw Elders
and Kwakwaka Speakers*



Print Materials:

- *Geographical Names of the Kwakiutl Indians*



Web Resources:

- *Bibliography of Materials on the Kwakwaka Language*
<http://www.ydli.org/biblios/kwabib.htm>
- *FirstVoices Archive - Kwakwaka*
<http://www.firstvoices.com/en/Kwakwaka>
- *Reciprocal Research Network*
<http://www.rrnpilot.org/login>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works from Kwakwaka'wakw culture. • analyze and respond to creative works in a variety of ways. • seek meaning in the unspoken communication in creative works -e.g., symbols, metaphors. • demonstrate an in-depth understanding of the main idea and significant details of a text - e.g., causes and effects of decisions made by characters. • identify and discuss lessons learned from moral stories. 	<p>Students bring together all aspects of their language learning here, creating their group or individual responses in simple or multimedia formats. Though communication continues to be central, experiencing and interpreting creative works should be motivated by enjoyment and pleasure.</p> <ul style="list-style-type: none"> • Organize a Kwakwaka'wakw Film Festival. Prior to viewing films, give students opportunities to become familiar with the important issues, settings, characters, story lines, symbolism, and filmmakers. Viewing is most effective when students are given focus questions in advance. Discussions and sharing of ideas can take place before and after each segment is viewed. As a follow-up activity, students could compare films, give preferences, and make recommendations, by participating in a critics' panel, writing movie-review pages, or conducting talk-show interviews in which students role-play actors or filmmakers. • Provide focus questions, background information, and vocabulary development to assist students, in groups, to read a short story in Kwakwaka'wakw - e.g., <p><u>Vocabulary</u></p> <p>núyəm "legend" ʔəwíŋagʷís "land"</p> <p><u>Background</u></p> <p>gáyut láχ ʔəwíŋagʷíseša ʔəwíkinuχʷ. (The legend happened in the ʔəwíkinuχʷ territory.)</p> <p>gáyuxida núyəm láχa ʔəwíkinuχʷ. (The legend comes from / belongs to the ʔəwíkinuχʷ.)</p> <p>yúʔəm núyəmagiwəʔyux. (The legend is from the beginning / our creation.)</p> <p>Once students are familiar with the story, have each group select part of the story to dramatize. Dramatizations should be written in students' own words, rehearsed, and then presented.</p> <ul style="list-style-type: none"> • Introduce students to the music of Kwakwaka'wakw singers and composers. Invite each student to select a personality to research and then make a presentation to the class that includes a favourite song, general information about the singer, the singer's era, and comments about the singer's music.

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral and written language, they are able to experience and interpret traditional and contemporary creative works in varied ways, with increasing detail and independence. Students are best able to reflect on their responses when they have opportunities to make choices about what they view, listen to, and read, and when they are able to choose both the content and form of their responses.

- During a Kwakwaka'ala Film Festival, students show their understanding when they generate and explore discussion questions about issues and themes. Note the extent to which students are able to:
 - convey messages clearly
 - express points of view
 - identify symbols, metaphors, and lessons or cultural teachings in the films
 - use details from films to support their ideas
 - show some fluency and spontaneity in their responses
 - build on or respond to others' views
 - make connections to other works or experiences
- When groups of students present their dramatizations of a short story, criteria might include:
 - presentation and choice of vocabulary convey their characters' emotions and the mood of the story
 - presentation shows evidence of practice and rehearsal
 - presenters attempt to engage the audience
- Occasionally, have students respond to two or three prompts such as the following to reflect on and self-assess their responses to creative works:
 - I enjoy listening to Kwakwaka'ala materials when ...
 - A Kwakwaka'ala poem, story, or song that stands out in my mind is _____, because ...
 - My responses to Kwakwaka'ala materials are different when
 - A style of music, story or poetry that I enjoy in both English and Kwakwaka'ala is _____ because ...
 - I could probably increase my enjoyment of Kwakwaka'ala songs and stories if I ...

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Willie Family Song Project*



Kwakwaka'ala Elders and Kwakwaka'ala Speakers



Print Materials:

- *Stone, Bone, Antler, & Shell: Artifacts of the Northwest Coast*



Web Resources:

- *Bibliography of Materials on the Kwakwaka'ala Language:* <http://www.ydli.org/biblios/kwabib.htm>
- *Reciprocal Research Network* <http://www.rrnpiilot.org/login>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use appropriate language, expressions, and registers (including formal, informal, and storytelling registers) in cultural contexts. • demonstrate cultural sensitivity in everyday situations through appropriate behaviour. • follow appropriate protocols governing relationships between and among people during ceremonies and special events. • demonstrate an understanding and appreciation of spontaneous humor in appropriate social situations. • identify examples of implied or indirect language, and explain their purpose - e.g., hedging, avoidance. • demonstrate an understanding of similarities and differences between Kwakwaka'wakw culture and other cultures. • analyze and discuss how one is influenced by one's cultural experiences, giving reasons and examples. 	<p>Students need opportunities in the classroom to examine traditional and contemporary Kwakwaka'wakw culture in light of all their cultural experiences. At this level, students should be able to show considerable cultural awareness as they communicate in Kwakwala .</p> <ul style="list-style-type: none"> • Invite several guests who are fluent in Kwakwala to speak to the class during the year. Ask different students each time to welcome, question, and thank the guests using appropriate, polite expressions. Students could also write letters of invitation and thanks, using formal language conventions. • Have students improvise social situations (e.g., gift-giving, family dinners, shopping). Students could draw situation cards and role-play culturally appropriate behaviour and expressions - e.g., <ul style="list-style-type: none"> - <i>Gilakasla! wíksas? (Welcome! How are you?)</i> - <i>Gilakasla. ?ixmən. (Thank you. I'm doing fine.)</i> - <i>Gilakasla! ?ix?əmχu?las? (Welcome! You're doing well?)</i> - <i>?əm. ?ixmən. (Yes. I am doing fine.)</i> • Work with the class to brainstorm vocabulary and expressions appropriate for visiting a relative in the hospital. Ask students to role-play a hospital visit, using appropriate language and register for talking with people they might meet there - e.g., Elders, hospital staff, young relatives, etc. • Arrange an excursion to a Kwakwaka'wakw setting. Have students prepare for the visit by role-playing possible interactions and discussing strategies for coping with the language, including possible conversation topics. (Arrange beforehand to have contact people speak only in Kwakwala, even if it may be difficult for students to follow.) • Suggest that students in groups design orientation programs to welcome and mentor new students arriving at the school. • Set up and role-play ceremonial events with the guidance of an experienced Elder. Have students take on various roles. • Have students view a film with Aboriginal actors or directors. Ask students to compare and contrast the relationship protocol of characters in the movie and the protocol of Kwakwaka'wakw culture. • Ask students in pairs to discuss how and why a particular aspect of culture (e.g., ceremonies and celebrations, spiritual beliefs, family life, oral or written history, the arts, political systems, etc.) influences people's behaviour and attitudes. Have each pair present their ideas to the class and respond to comments and questions from classmates.

SUGGESTED ASSESSMENT STRATEGIES

In Grade 12, students reveal their cultural understanding through daily activities and interactions, as well as in the assignments they complete. Assessment of this sub-organizer should emphasize students' continued cultural awareness ahead of their facility with the language.

- When students role-play social situations and ceremonial events, look for evidence that:
 - the interaction takes place in understandable K^wa^kw^ala
 - students convey relevant information, using appropriate register and relationship protocol
 - students use a variety of strategies to negotiate meaning and sustain the interaction (e.g., rephrasing, questioning, repeating key words and phrases)
- Work with students to define task requirements for their orientation programs (e.g., length, format, required content). Criteria might include:
 - clearly identifies key aspects of school culture or customs
 - offers practical guidelines for appropriate behaviour
 - shows respect and support for diversity
 - emphasizes the mutual benefits of mentoring
 - contains clear, understandable messages
 - uses appropriate language
- As students talk about their own and other cultures and respond to cultural elements in K^wa^kw^ala , observe and note the extent to which they:
 - ask questions about other cultures
 - comment positively on elements of K^wa^kw^ak^w Elder culture and other cultures
 - notice elements of culture in the materials they read and view
 - support and encourage each other

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.

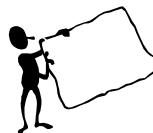


DVDs:

- *taGa?hila: Making An Eulachon Trap*



K^wa^kw^ak^w Elders and K^wa^kw^ala Speakers



Posters:

- *ħiñagila: The Process Of Making Grease*



Print Materials:

- *Cedar: Tree of Life to the Northwest Coast Indians*
- *Geographical Names of the Kwakiutl Indians*
- *Kwakiutl Texts - Parts I, II, and III*
- *Stone, Bone, Antler, & Shell: Artifacts of the Northwest Coast*
- *The Social Organization and Secret Societies of the Kwakiutl Indians*

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.



CURRICULUM

Introductory Kwakwala 11

Introductory Kwakwala 11 is designed as a provincially prescribed curriculum for students who may not have taken Kwakwala 5 to 10. The successful completion of Introductory Kwakwala 11 should provide students with a level of competence that will allow them to participate successfully in the Kwakwala 11 and 12 courses. Introductory Kwakwala 11 will be a four-credit Grade 11 course. However, to alleviate scheduling pressure on students during their final two years, it can be offered at the Grade 10 level.

Introductory Kwakwala 11 incorporates material from the prescribed learning outcomes, suggested instructional strategies, suggested assessment strategies, and recommended learning resources identified for grades 5 to 10. This reflects the fact that Introductory Kwakwala 11 is designed to provide students with an equivalent preparation for the Kwakwala 11 and 12 courses. A major consideration, therefore, is to relate the emerging language skills of students who are new to the study of Kwakwala to their actual ages, real-life experiences, and prior knowledge.

In addition to the activities suggested in this section of the Integrated Resource Package, teachers can adapt other instructional and assessment activities suggested for earlier grade levels, taking into account the interests of senior secondary students.

INTRODUCTORY KWAḲWALA 11 • *Communicating: Exchanging Information*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize, pronounce, and form the characters of the Kwakwala alphabet. • use and respond to commands, requests, and suggestions. • ask and respond to questions with question words such as <i>'ma</i> “what”, <i>angwa</i> “who”, <i>'wilakw</i> “when”, <i>'widi</i> “where”, and <i>gans</i> “how many”. • exchange information about activities, people, places, and things. • communicate wants, needs, likes, dislikes and emotions, giving simple reasons. • express ability and inability. • ask for specific help. • use learned expressions and phrases in past, present, and future. • participate in Kwakwala in a variety of situations drawn from real life. • begin to derive meaning in new language situations. 	<p>It is important to develop language-learning opportunities that incorporate students’ interests and reflect meaningful situations. As students progress and gain confidence in their Kwakwala skills, they are expected to apply a growing range of language-learning strategies. Encourage students to begin to take risks with Kwakwala .</p> <ul style="list-style-type: none"> • Play alphabet games, such as Letter Bingo or Hangman to provide extra practice in recognizing the letters of the Kwakwala alphabet. • Provide opportunities for students to follow routine classroom directions and instructions in Kwakwala . Use gestures to clarify meaning. <ul style="list-style-type: none"> - <i>John, i'axalala dta'wuxw Samx.</i> (John, work with Sam.) - <i>Giga' walxsi'stalitax.</i> (Come and stand in a circle.) • Have students use pre-framed models to interview one another to learn personal information. Partners then introduce one another to the class - e.g., <ul style="list-style-type: none"> - <i>He'man dtigami _____.</i> (My name is _____.) - <i>Ge'man egas /'namukw gada.</i> (This is my friend.) - <i>He'am dtigamsux ka'e Pam.</i> (Her name is Pam.) - <i>Ix'akuxa _____.</i> (She likes _____.) - <i>K'akut'ata'exsduxw xan's yakandas.</i> (She wants to learn our language.) • Ask students to prepare gift-shopping lists for their family and friends. Have them work in pairs to role-play scenes in which they ask a shopkeeper where they can find various items and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions • Ask students to work in groups of five to survey and take notes on one another’s preferences and interests. Possible topics include favourite foods, pets, movies, music, and hobbies. One person from each group records information on a tally chart and reports the group’s results to the class. • Provide several examples of letters in Kwakwala requesting and offering advice, and have students use them as models. Invite students to work in pairs to create situations in which advice is needed. One partner asks for help with a problem, and the other offers simple statements of advice.

SUGGESTED ASSESSMENT STRATEGIES

For Introductory Kwakwala 11 students, assessment should emphasize risk-taking and participation rather than correctness. To develop effective Kwakwala language skills, students need to focus on exchanging an increasing range of information, beginning with their interests, feelings and information needs.

- When students are asked to apply the vocabulary and structures they have learned to new situations such as role-plays, provide them with a list of assessment criteria or key features. Note the extent to which they:
 - make themselves understood
 - speak clearly
 - approximate Kwakwala pronunciation
 - use given frames in logical sequence
 - choose appropriate expressions from those they have practiced
 - recognize and respond to familiar words and patterns
 - take risks to speak Kwakwala
 - support and encourage one another

- When students participate in real or simulated activities (e.g., shopping), note the extent to which they are able to:
 - provide clear messages
 - use appropriate patterns for giving directions and prices
 - use intonation, miming, gestures, and body language to support communication
 - use appropriate Kwakwala pronunciation and intonation
 - adjust, rephrase, or clarify when miscommunication occurs

- Provide frequent opportunities for self and peer assessment, so that students can reflect on concepts and useful information and set personal goals, particularly for oral communication. Encourage students to consider how often they or their peers:
 - listen actively to follow instructions
 - ask and respond to questions using Kwakwala
 - self-correct when communicating in Kwakwala
 - ask for clarification when they do not understand
 - attempt to use new structures
 - initiate conversations in Kwakwala

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwakwala Phrasebook DVD*



Kwakwaka'wakw Elders and Kwakwala Speakers



Multimedia Resources:

- *Kwakwala Phrasebook*
- *Learning Kwakwala Series: Books 1 to 10*



Print Materials:

- *Dzawada'enuxw Curriculum Guide*
- *Liq'wala / K'ak'wala Book 1*
- *Liq'wala / K'ak'wala Grammar Reference Book*



Software:

- *Kwakwala Fonts*



Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>
- *Kwakwala*
<http://www.languagegeek.com/wakashan/kwakwala.html>

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • recognize and use numbers in a variety of conventions - e.g., telling time, writing dates, addresses and phone numbers. • identify and use expressions of time. • recognize events as past, present, or future. • narrate or describe events and experiences in logical progression, using conjunctions such as <i>dḥu</i> “and”. • give simple instructions in a respectful way. • describe similarities and differences. 	<p>As students become more confident in their Kwakwala skills, they gain facility in using a range of structures and sequencing techniques to produce connected speech and text. A supportive learning environment is essential, where students will feel comfortable speaking Kwakwala in front of their peers and begin to take risks with the language in their speech and writing.</p> <ul style="list-style-type: none"> • Incorporate opportunities for students to practice with Kwakwala numbers into classroom instructions - e.g., <ul style="list-style-type: none"> - <i>Kwas`ida`s lax sakasgamgusto sa yudaxw.</i> (Please turn to page fifty-three.) - <i>Gwat kakut`tat ma`tsakilate` xwa `nalax.</i> (School finishes at two o`clock today.) - <i>Ixkasalat`tan`s xa ma`tgwa`na`tagiyu laxa to`yanx.</i> (Our celebration will be on October 18th.) • After reading or relating a story in Kwakwala, ask the class to identify the time frames of the events. Discuss how the time frame is indicated with verb forms and time expressions. Have students select two sentences from the story and practice writing them in different tenses and/or aspects – e.g., <ul style="list-style-type: none"> - <i>K`apix`it`tan`s xa ha`me`.</i> (We will gather some food.) - <i>K`apeyan`sa xa ha`ma`yi.</i> (We`re gathering some food.) <p>Students should create as many combinations as possible, adding time expressions as appropriate.</p> • Suggest that students plan itineraries for trips to places in which they can use Kwakwala. Then have them use visual aids and communication in Kwakwala to present and display their plans to the class, including resources they might need for the trip (e.g., money, luggage, clothing). • Have students imagine that they have switched identities with their parents for a day. They are to give their parents a list of instructions for chores to complete before the end of the day (e.g., make beds, wash the dishes, take out the trash). • In small groups, students brainstorm or research similarities and differences between people, places or situations (e.g., Kwakwaka`wakw and Salish cultures, hunting and fishing camps, traditional resource gathering areas, First Nations` and immigrant cultures` celebrations), listing ideas, findings, and examples in Kwakwala.

SUGGESTED ASSESSMENT STRATEGIES

As their Kwakwala speaking and writing skills grow, students should be able to share an increasing range of information. Assessment should emphasize active participation rather than correctness, encouraging students to experiment with the structures and sequencing techniques they have learned.

- To assess short written or oral communications, establish task requirements such as length, required information, and required language use. Identify key features or criteria, such as the extent to which:
 - language is comprehensible
 - information is relevant, complete, and accurate
 - students adapt structures they know, or take risks to use language not practiced in class
 - students use classroom references and other resources appropriately
- In students' written work, look for evidence that they:
 - understand and use vocabulary learned in class
 - use common structural words in sentences
 - use time expressions and conjunctions to sequence events
 - use common verb endings with relative accuracy
 - attempt to use a variety of sentence types
 - spell with accuracy based on the accuracy of their pronunciation and grammar
 - take risks to incorporate new structures
- When students present their work orally, note the extent to which they:
 - attempt to engage their classmates' interest
 - present events in a logical order, attempting to include conjunctions and time expressions
 - use correct word order in short sentences and basic constructions
 - attempt to self-correct pronunciation
 - listen attentively to others
 - support and encourage one another

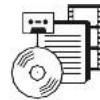
RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.



DVDs:

- *Kwakwala Phrasebook DVD*
- *K'amkamdamasa Gangananam: Children's Songs*



Multimedia:

- *Kwakwala Phrasebook*
- *Learning Kwakwala Series: Books 1 to 11*



Print Materials:

- *Dzawada'enuxw Curriculum Guide*
- *Liq'ala / Kwakwala Book 1*
- *Liq'ala / Kwakwala Grammar Reference Book*
- *Numbers 1 to 1000*



Software:

- *Kwakwala Fonts*



Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify cultural content in Kwakwala resources. • identify information needs and sources, and methods for finding and recording information. • recognize and use appropriate protocol for collecting information from cultural resource people. • extract, record, and organize relevant information from age-appropriate Kwakwala resources to meet information needs. • explain acquired information in oral, visual, and simple written forms. • acknowledge sources appropriately. 	<p>Students are encouraged to use as many language-learning strategies as they can to extract key information from Kwakwala resources in order to complete tasks. As students progress, they can begin to process the information gathered and express it in various age-appropriate formats.</p> <ul style="list-style-type: none"> • Have students work in groups to conduct opinion polls, using simple Kwakwala terms to determine the range of preferences in the class regarding everyday activities (e.g., sports, music, humour, clothing, restaurants, food). Have students record the results on paper or in a computer spreadsheet and create charts or graphs to post on the class bulletin board. • Provide students with tourist brochures in Kwakwala. On a task sheet divided into times of day (morning, midday, afternoon, evening), students choose activities for a family outing and record them using key words and symbols. • Play an audiotape or video (e.g., song, dramatic reading, speech) and ask students to: <ul style="list-style-type: none"> - list key words related to a topic - identify words or expressions related to a central mood or theme • Challenge students to respond to advertisements in Kwakwala - e.g., by making inquiries about an object for sale, an event, or an organization's hours of operation. • Invite a cultural resource person to demonstrate preparing one or more traditional Kwakwaka'wakw foods, using Kwakwala throughout the presentation. Have students take notes, and then form small groups to research traditional foods using other Kwakwala resources. As groups report on their findings, ask each student to record key information on a map, using icons to represent various food-gathering sites. • Have students read several letters in Kwakwala , noting the topics discussed, opinions expressed, and language used. Then ask them to write their own letters to share with another Kwakwala class via the internet. • Have students each choose a non-fiction piece in Kwakwala from resources which have been pre-selected - e.g., an Elder's story of a childhood experience. Students read, view, or listen to their resource, identify the main ideas, and generate four questions about the most interesting facts. Then ask students to exchange their resources with partners and answer one another's questions.

SUGGESTED ASSESSMENT STRATEGIES

Students in Introductory Kwakwala 11 require extensive practice and feedback in order to develop basic skills for gathering information in Kwakwala. Assignments should encourage them to explore a variety of ways of locating information. Integrated communicative tasks, in which they both acquire and communicate information, can involve a wide variety of materials and supports. Cooperative activities are often appropriate.

- When students report on traditional foods and complete their maps of food-gathering sites, look for evidence that:
 - meaning is clear in students’ oral Kwakwala
 - information presented is accurate and complete
 - sites are clearly represented on the map
 - students listen actively to classmates’ presentations
- When students create and respond to questions on non-fiction resources, note the extent to which they:
 - identify and recount key ideas or impressions
 - include relevant and accurate detail
 - reproduce Kwakwala words and structures in understandable form
 - organize and sequence information appropriately
- Assess written assignments using criteria similar to those used for oral communications. Note the extent to which:
 - communication is clear
 - information is accurate and relevant
 - details and examples are included
 - language is appropriate
 - material is well organized and easy to follow
 - information sources are acknowledged
- As students work with a greater variety of Kwakwala resources, look for evidence that they:
 - ask appropriate questions to find the information or details they need
 - focus on key words, phrases, and ideas
 - recognize familiar words in new contexts
 - use non-verbal clues (e.g., context, gesture, intonation, graphics) to support meaning
 - persevere in finding meaning in language that seems very difficult at first
 - use their knowledge of common Kwakwala patterns to make predictions
 - make use of new patterns they discover
 - use a glossary or dictionary appropriately
 - self-monitor, checking on their understanding and making adjustments as needed
 - can explain the clues and strategies they used

RECOMMENDED LEARNING RESOURCES

The learning resources listed here are especially useful for this organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this organizer.

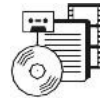


DVDs:

- *Kwakwala Phrasebook DVD*



Kwakwaka’wakw Elders and Kwakwala Speakers



Multimedia:

- *Kwakwala Phrasebook*
- *Learning Kwakwala Series: Books 1 to 11*








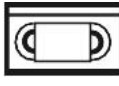
Web Resources:

- *FirstVoices Archive - Kwakwala*
<http://www.firstvoices.com/en/Kwakwala>

Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.





INTRODUCTORY KWAƁWALA 11 • *Understanding Culture and Society:
Interpreting Creative Works*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works from Kwakwaka'wakw culture, with visual and contextual support. • discuss and reflect on creative works and offer relevant responses. • demonstrate comprehension of the main idea and significant details of a text. • show a relevant connection to the problem faced by the main character in moral stories. • identify storytelling techniques. 	<p>At this age, students will be able to experience a range of creative works and may bring in examples from outside the class. Engagement in activities increases when students are encouraged to respond creatively, choosing from a variety of options (e.g., poster, diagram, video, electronic response).</p> <ul style="list-style-type: none"> • Introduce students to a variety of simple poems, rhymes, or tongue twisters in Kwakwala . As students become familiar with the words, the words may be used as prompts for various activities, or used simply to explore the language. Students could also use words or expressions in Kwakwala to create concrete poetry. • Have students research examples of Kwakwaka'wakw visual art – e.g., paintings, carving, or sculpture. Invite them to choose an art form to recreate and explain what it represents or symbolizes. • Ask students to research and examine fashions designed by contemporary Kwakwaka'wakw or First Nations artists. Students could create captioned drawings or collages to illustrate the influences of both traditional art and modern styles on the fashion designs. Invite students to present a fashion show accompanied by simple commentary. • Invite students in groups to choose or compose a Kwakwala poem and set it to music. After students have practiced reading their poems, invite them to hold a class poetry reading with accompanying background music. As an extension, students could discuss their choices of music to suit particular poems. • Have each student read a selection of children's stories in Kwakwala and identify the main idea and key details. Then ask students to select one or more of the following projects: <ul style="list-style-type: none"> - create a pattern book for young children - illustrate a story to clarify meaning - role-play a story - change one element of a story all the way through - record a story on audiotape or video • Provide opportunities for students to experience simple traditional Kwakwala stories presented in a variety of ways: told by a guest storyteller, listened to on audiotape, viewed on video, or read. Discuss new vocabulary encountered in each story. Then ask students to listen to, view, or read the story again to observe the storyteller's choice of words and identify other storytelling techniques.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>Students in Introductory Kwakwala 11 should experience a much wider range of creative works, particularly stories and songs, than they are able to read or understand independently. Assessment should focus on students' increasing abilities to share and elaborate on their views and responses. The teacher can also assess students' increasing appreciation of the unique features of Kwakwaka'wakw creative works and their connections to those of other cultures.</p> <ul style="list-style-type: none"> • When students create their own work, note the extent to which they are able to: <ul style="list-style-type: none"> - convey clear ideas, feelings or impressions - focus on a topic or theme - use details to add interest or effect - convey mood, feeling, or viewpoint (e.g., humour, tragedy, moral lesson) • For written work, observe the extent to which students are able to: <ul style="list-style-type: none"> - use a range of vocabulary and structures - follow conventions of a form or genre (e.g., rhythmic patterns, simple rhymes) - follow or present a sequence of key events - suggest specific improvements when editing their peers' work • As students work on creative projects such as artwork, role-plays or fashion shows, note the extent to which they are able to: <ul style="list-style-type: none"> - collaborate to develop projects - seek assistance and consultation from peers • Before students prepare their representations of children's stories, work with them to develop criteria for self-, peer, and teacher assessment, e.g.: <ul style="list-style-type: none"> - convey theme or teachings of the original story - draw on original characters and events - use detail to develop interest and engagement - incorporate elements of the style of the original - attempt to use language to create a specific effect or mood - convey a clear view or perspective of the original - show creativity and risk-taking in their representations • Have students keep sections of their notebooks for responding to creative works. They might keep logs in which they record experiences and comments in Kwakwala. Students could write summary reviews or reflections on the works they have encountered throughout the course, identifying those that have had the greatest impact on them or which most closely reflect their own experiences. 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Kwakwala Phrasebook DVD</i> • <i>K'amkamdamasa Gangananam: Children's Songs</i> <p> <i>Kwakwaka'wakw Elders and Kwakwala Speakers</i></p> <p> Multimedia:</p> <ul style="list-style-type: none"> • <i>Kwakwala Phrasebook</i> <p> Music CDs:</p> <ul style="list-style-type: none"> • <i>Laxwe'gila - Gaining Strength</i> <p> Software:</p> <ul style="list-style-type: none"> • <i>Kwakwala Fonts</i> <p> Videos:</p> <ul style="list-style-type: none"> • <i>I'tusto: To Rise Again</i> • <i>Kwakwaka'wakw Village Origin and History – Fort Rupert</i> • <i>Lawiŋsis Origin, Myth, and Village History</i> • <i>Malkwala: To Remember</i> • <i>'Namgis Tape, Village Site of O'dzo'las</i> • <i>Village Island – Origin, Stories, Family Histories</i>

INTRODUCTORY KWAḲWALA 11 • *Understanding Culture and Society:
Socializing and Celebrating*

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use greetings and expressions of politeness. • recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members. • discuss the idea of respect in Kwakwaka'wakw culture, giving examples. • determine what can be talked about or asked when Elders are present to share their knowledge. • identify language, expressions, and behaviours that reflect cultural context. • demonstrate an understanding of significant stories related to celebrations and traditional ceremonies. • recognize order of events and placement of people during ceremonies and events. • identify the contributions of Kwakwaka'wakw people to British Columbia, Canada and the world. • describe ways that Kwakwala and other languages have influenced each other. • identify characteristics of Kwakwaka'wakw culture and compare them to those of other cultures. 	<p>Introductory Grade 11 students are encouraged to participate in a variety of Kwakwaka'wakw cultural experiences. As their language abilities grow, students should be given frequent opportunities to interact in Kwakwala and practice using appropriate communication conventions.</p> <ul style="list-style-type: none"> • Invite students to select situation cards and present vignettes in which they play the roles of family or community members, practicing appropriate greetings, expressions of politeness, and forms of address. • Ask students to examine Kwakwala resources or observe fluent speakers interacting at community events, to identify language, expressions, and behaviours that reflect cultural context – e.g., body language, greetings and leave-taking, routines and idioms. The class could then pool their results and display them in a chart with appropriate illustrations. • After presenting a story about a traditional ceremony or community event, invite the class to organize a simulation of a major celebration common in Kwakwaka'wakw culture - e.g., a Potlatch. • Create a Kwakwaka'wakw Hall of Fame. Students research and nominate candidates from Kwakwaka'wakw communities in the fields of Fine Arts, Politics, Sports, and Science. Students must present reasons why their candidate should be included in the Hall of Fame. Students then organize a voting system and hold a vote. They might also enjoy creating an induction ceremony for the Hall of Fame. • Encourage students to develop an understanding of their cultural backgrounds, including special foods, celebrations, and artifacts. Invite them to organize displays to introduce their culture to the class. Displays could include samples of food or clothing, demonstrations, objects, photos, or brief descriptions of special traditions or important aspects of geography and history. These displays can serve as a foundation for activities dealing with Kwakwaka'wakw culture. • Ask students to examine resources in Kwakwala (e.g., video excerpts, schedules, brochures, menus, recipes) and choose elements of cultural interest. Have them each identify one major category (e.g., social interactions, housing, shops, school, work) and list three or four striking aspects. Students could then compare these to similar aspects of life in their own communities.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<p>In students' first year of Kwakwala , assessment of their interpretation and understanding of culture will frequently involve visual representations or the use of English. Assessment activities should allow students to demonstrate their understanding of Kwakwaka'wakw culture, and encourage them to reflect on other cultures.</p> <ul style="list-style-type: none"> • When students present their vignettes, note the extent to which they: <ul style="list-style-type: none"> - are able to communicate clearly - demonstrate appropriate language in a variety of interactions - listen actively to classmates' presentations • In communication situations involving English or Kwakwala loan words (words adopted into another language), look for evidence that students: <ul style="list-style-type: none"> - are able to recognize words and comprehend the meaning of the words in their new context - are interested in relationships between the two languages - recognize that words' pronunciations may be changed when they are borrowed into a language with different speech sounds - make an effort to use the words appropriately • When students present their displays, note the extent to which they: <ul style="list-style-type: none"> - include key features from their backgrounds - attempt to engage their classmates' interest - respond to questions by elaborating or clarifying information - ask questions of other students to extend their understanding - listen attentively • When students participate in activities and discussions dealing with cultural issues, note the extent to which they: <ul style="list-style-type: none"> - share information about their cultures and customs - show interest in and respect for key aspects of Kwakwaka'wakw culture(s) and other ethnic and cultural groups in the community - recognize Kwakwala words, names and place names. • When students work in groups, observe the extent to which they: <ul style="list-style-type: none"> - generate a variety of ideas - respect and encourage divergent thinking and risk taking - collaborate to develop work plans - contribute to activities or products - work together to overcome problems 	<p>The learning resources listed here are especially useful for this sub-organizer. See Appendix B for a complete annotated list of resources, including others that might apply to this sub-organizer.</p> <p> DVDs:</p> <ul style="list-style-type: none"> • <i>Box of Treasures</i> • <i>Kwakwala Phrasebook DVD</i> • <i>Potlatch: A Strict Law Bids Us Dance</i> <p> Kwakwaka'wakw Elders and Kwakwala Speakers</p> <p> Videos:</p> <ul style="list-style-type: none"> • <i>I'tusto: To Rise Again</i> • <i>Kwakwaka'wakw Village Origin and History – Fort Rupert</i> • <i>Lawitsis Origin, Myth, and Village History</i> • <i>Malkwala: To Remember</i> • <i>'Namgis Tape, Village Site of O'dzo'las</i> • <i>Village Island – Origin, Stories, Family Histories</i> <p> Web Resources:</p> <ul style="list-style-type: none"> • <i>Kwakwala</i> http://www.languagegeek.com/wakashan/kwakwala.html • <i>Liq'wala</i> http://www.languagegeek.com/wakashan/liqwala.html • <i>U'mista Cultural Society: The Tribes</i> http://www.umista.ca/kwakwakawakw/tribes.php <p>Note: Additional information will be provided as further resources to support learning outcomes are identified and developed.</p>



APPENDICES

Kwakwala 5 to 12



APPENDIX A

Prescribed Learning Outcomes

COMMUNICATING: EXCHANGING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • recognize and form the characters of the selected Kwakwala alphabet. • use and respond to simple memorized questions and commands. • recognize and respond to strong warnings e.g., <i>Yef'totala!</i> (<i>Be careful!</i>) • recognize gestures and expressions that accompany requests. • express basic needs and emotions using memorized phrases - e.g., <i>K'ana'isān.</i> (<i>I'm cold.</i>), <i>La'exsdān laxa laxlagas?</i> (<i>I need to go to the washroom.</i>) • ask for help - e.g., <i>I'sān a'yusala</i> (<i>I don't understand.</i>) • identify and pronounce high frequency and meaningful words (e.g., common objects, actions, places, and names and/or roles of people). • follow simple classroom instructions. • demonstrate an understanding of the context for words learned (e.g., questions and responses). 	<ul style="list-style-type: none"> • pronounce and form the characters of the selected Kwakwala alphabet. • use and respond to simple commands and requests. • ask simple questions and respond affirmatively and negatively. • express simple wants and needs with <i>ax'exsdān</i> (<i>I want ...</i>) • communicate likes and dislikes. • follow or respond to a simple routine. • respond to initiation of conversation by an Elder or other familiar adult in the school. • participate in known and predictable classroom situations. 	<ul style="list-style-type: none"> • use and respond to high frequency commands - e.g., <i>Gila's kwaga'lit lax gada.</i> (<i>Come here and sit down.</i>) • ask and respond to questions using question words such as 'ma "what", <i>angwa</i> "who", and 'wilakw "when". • express wants, needs, likes and dislikes. • ask for specific help. • make simple suggestions with <i>wiga'xān's</i> "let's". • follow or respond to a set of sequenced instructions using action verbs - e.g., <i>Dtaxw'idaga' kos dānx'idā'os.</i> (<i>Stand up and sing.</i>) • use learned expressions and phrases in short conversations that include present and simple past events. • participate in classroom activities. • show evidence of beginning to use Kwakwala outside of the classroom. • begin to derive meaning in new language situations. 	<ul style="list-style-type: none"> • exchange information about themselves. • ask and respond to questions using question words such as <i>lāxwε</i> "where" and <i>gāns</i> "how many". • express preferences and interests. • express ability and inability - e.g., <i>wétmən ...</i> (<i>I can ...</i>), <i>kíʔsən wéʔa?...</i> (<i>I can't ...</i>), <i>kíʔsən qóʔəla?...</i> (<i>I don't know how to ...</i>), <i>qóʔəla móxʷ...</i> (<i>He/she knows how to ...</i>) • participate in conversations that include past and present actions and events. • participate in familiar activities (real or simulated). • derive meaning in new language situations.

COMMUNICATING: EXCHANGING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • exchange information about their everyday activities and interests. • ask for assistance and detailed information, including directions and prices. • exchange opinions and preferences, giving reasons. • express concepts of frequency, duration and manner of action. • follow or respond to instructions involving several objects and/or actions. • participate in conversations that include past, present and future actions and events. • participate in selected situations drawn from real life. 	<ul style="list-style-type: none"> • exchange information about people, places, and things. • ask for and give information, permission and clarification. • discuss plans related to common activities. • communicate needs, desires, emotions and opinions, giving reasons. • recognize idiomatic expressions. • make and respond to suggestions. • interact in conversations that include past, present and future actions and events. • participate in a variety of situations drawn from real life. 	<ul style="list-style-type: none"> • exchange information and opinions about social issues which affect them, giving reasons and reactions. • ask for and give detailed information and assistance. • express certainty and uncertainty - e.g., <i>ʔəm ʔólaʔala. (Absolutely true, yes.), kíʔsən ʔóʔalaʔ. (I don't know.), kíʔsən ʔólaʔa ʔóʔalaʔ. (I am not sure.), ʔəm, níkiqəlamən. (Yes, I think so.)</i> • recognize and use some idiomatic phrases and formulae in written communication. • follow instructions for doing something unfamiliar. • use a range of vocabulary and expressions in past, present, and future. • interact with growing confidence in familiar situations drawn from real life. 	<ul style="list-style-type: none"> • solicit and offer information, ideas, thoughts, opinions and points of view, giving reasons, reactions, and supporting details. • discuss short- and long-term plans, goals, and intentions, using appropriate time referents and conjunctions. • discuss options, using terms for possibility, comparison, contrast and cause. • recognize and use some idiomatic phrases, formulae, and ritualized language expressions in oral and written communication. • seek the input of those who are experienced in the area of discussion. • attempt to reformulate the ideas of others to enable consensus. • use a wide range of vocabulary and complexity of expression in past, present, and future. • interact effectively and with some spontaneity in situations drawn from real life.

COMMUNICATING: PRESENTING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • recognize expressions for days of the week, months of the year, seasons, and times of day. • recognize and use words for position in the environment - e.g., <u>naxwa</u>ta “close”, <u>kwis</u>a^hta “far”. • produce lists based on a grouping. • introduce themselves and others, using appropriate family relationship terms • share personal information orally with brief and simple messages. 	<ul style="list-style-type: none"> • recognize and use numbers in a variety of conventions - e.g., telling time, writing dates, addresses and phone numbers. • produce phrases and simple sentences using learned vocabulary. • share information about themselves, their families and community. 	<ul style="list-style-type: none"> • recognize expressions of time. • produce short, meaningful messages orally. • relate a simple sequence of events. • describe people, places, and common objects. • give simple instructions in a respectful way. 	<ul style="list-style-type: none"> • identify and use expressions of time. • produce short, meaningful messages, orally and in writing. • relate events and experiences in sequence, using conjunctions such as <u>lu</u> “and”. • describe activities and situations. • give a set of sequenced instructions.

FINDING INFORMATION

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • identify selected information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources for a purpose. • express acquired information in simple oral and visual forms. 	<ul style="list-style-type: none"> • recognize appropriate protocol for collecting information from cultural resource people. • collect and categorize information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources in response to a question. • express acquired information in oral and visual forms (e.g., graphs, charts, or lists). 	<ul style="list-style-type: none"> • identify basic information needs and sources. • determine how to find information. • recognize and use appropriate protocol for collecting information from cultural resource people. • extract and record selected information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources to meet information needs. • express acquired information in oral, visual, and simple written forms. • acknowledge sources appropriately. 	<ul style="list-style-type: none"> • identify information needs and sources. • determine how to find and record information. • use appropriate protocol for collecting information from cultural resource people. • extract, record, and organize selected information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources to meet information needs. • express acquired information in oral, visual, and written forms. • acknowledge sources appropriately.

FINDING INFORMATION

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • identify cultural content in K^wa^kw^ala resources. • identify information needs and sources. • determine how to find and record information. • use appropriate protocol for collecting information from cultural resource people. • extract and record relevant information from K^wa^kw^ala-speaking resource people and age-appropriate K^wa^kw^ala resources to meet information needs. • explain acquired information in oral and written forms, using visual support. • acknowledge sources appropriately. 	<ul style="list-style-type: none"> • identify and discuss cultural content in K^wa^kw^ala resources. • form research questions and identify information sources. • explore effective methods for finding and recording information. • use appropriate protocol for collecting information from cultural resource people. • record and evaluate relevant information from K^wa^kw^ala-speaking resource people and age-appropriate K^wa^kw^ala resources, and identify information gaps. • explain acquired information in detail in oral, visual, and written forms. • acknowledge sources appropriately. 	<ul style="list-style-type: none"> • identify and analyze cultural content in K^wa^kw^ala resources. • form research questions and identify information sources. • use a variety of methods for finding and recording information. • use appropriate protocol for collecting information from cultural resource people. • identify forms of communication chosen to match a purpose and audience. • record and organize relevant information from a variety of K^wa^kw^ala resources to fit a research need. • summarize and use acquired information in oral, visual, and written forms. • follow protocol for acknowledging sources. 	<ul style="list-style-type: none"> • with the guidance of community Elders, identify culturally sensitive information and appropriate contexts and reasons for using it. • form research questions and identify information sources. • read and discuss written material from cultural or historical sources. • explore effective ways of finding, recording and using information. • use appropriate protocol for collecting information from cultural resource people. • record, analyze and organize relevant information from several K^wa^kw^ala sources to fit a research need. • condense, synthesize and use acquired information in oral, visual, and written forms. • follow protocol for acknowledging sources

UNDERSTANDING CULTURE AND SOCIETY: INTERPRETING CREATIVE WORKS

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • view, listen to, and read authentic creative works from K^wak^wəkəwak^w culture. • reflect on creative works and respond in a variety of forms. • demonstrate comprehension of the details of a text - e.g., sequence of events. • identify the dilemma or conflicts faced by the main character in moral stories. 	<ul style="list-style-type: none"> • view, listen to, and read authentic creative works from K^wak^wəkəwak^w culture. • discuss creative works and respond in visual and written forms. • demonstrate comprehension of the main idea and significant details of a text. • identify the dilemma or conflicts and resolution faced by the main character in moral stories. • recognize storytelling techniques - e.g., choice of vocabulary, accompanying songs. 	<ul style="list-style-type: none"> • view, listen to, and read authentic creative works from K^wak^wəkəwak^w culture. • compare, contrast, and respond to creative works in a variety of ways. • identify and describe the purpose of a text. • identify and reflect on lessons learned from moral stories. • recognize storytelling techniques used for effectiveness of presentation - e.g., intonation, suspense. 	<ul style="list-style-type: none"> • view, listen to, and read authentic creative works from K^wak^wəkəwak^w culture. • analyze and respond to creative works in a variety of ways. • seek meaning in the unspoken communication in creative works -e.g., symbols, metaphors. • demonstrate an in-depth understanding of the main idea and significant details of a text - e.g., causes and effects of decisions made by characters. • identify and discuss lessons learned from moral stories.

UNDERSTANDING CULTURE AND SOCIETY: SOCIALIZING AND CELEBRATING

It is expected that students will:

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • recognize and respond to simple greetings and expressions of politeness. • identify formal and informal forms of address. • recognize and use simple expressions for sharing and offering. • demonstrate an understanding of traditional ways with language. • identify examples of respect for the wisdom of Elders. • use age-appropriate language associated with Kwakwaka'wakw traditional celebrations, sports and games. • demonstrate an understanding of simplified, significant stories related to celebrations and traditional ceremonies. • identify elements of their own and their classmates' cultural backgrounds. • demonstrate an awareness of Kwakwaka'wakw culture. 	<ul style="list-style-type: none"> • use greetings and expressions of politeness. • recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members. • demonstrate an understanding of the protocol for appropriate times to say phrases. • demonstrate respect for the wisdom of Elders. • recognize and use expressions or special names for establishing relationships . • use language associated with Kwakwaka'wakw and North Coast cultural traditions, customs, games and arts. • identify similarities and differences of opinion among classmates despite differing or similar cultural backgrounds. • identify selected characteristics of Kwakwaka'wakw culture. 	<ul style="list-style-type: none"> • recognize and use expressions and compliments that encourage others. • recognize and use appropriate tones of voice for greetings, expressions, and commands. • discuss the idea of respect in Kwakwaka'wakw culture. • demonstrate appropriate behaviour when in the company of an Elder or cultural resource person. • demonstrate an understanding of significant stories related to celebrations and traditional ceremonies. • identify and share family customs and routines. • identify elements of Kwakwaka'wakw culture in comparison with other Aboriginal and non-Aboriginal cultures of British Columbia and Canada. 	<ul style="list-style-type: none"> • recognize gestures and expressions that accompany the giving of gifts to friends and Elders. • demonstrate age-appropriate behaviour and awareness of Kwakwaka'wakw customs at celebrations and special occasions. • discuss the traditional and contemporary activities and interests of Kwakwaka'wakw youth. • demonstrate understanding and acknowledgement of Kwakwaka'wakw dialects. • identify and share school and community traditions. • identify customs and traditions that define Kwakwaka'wakw culture and Canadian culture.

UNDERSTANDING CULTURE AND SOCIETY: SOCIALIZING AND CELEBRATING

It is expected that students will:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • use inclusive language to welcome young guests into their school or community. • determine what can be talked about or asked when Elders are present to share their knowledge. • recognize placement of special participants during ceremonies and events. • identify the contributions of K^wak^wəkəw^wak^w people to British Columbia, Canada and the world. • identify examples of puns and jokes. • identify ways that K^wak^wala and other languages have influenced each other. • demonstrate an awareness of traditional and contemporary customs of K^wak^wəkəw^wak^w culture. • identify elements of K^wak^wəkəw^wak^w culture that are similar to or different from other cultures. 	<ul style="list-style-type: none"> • use positive language to create balance and make informed decisions. • identify language, expressions, and behaviours that reflect cultural context. • follow the order of events and placement of people during ceremonies and events. • describe ways that K^wak^wala and other languages have influenced each other. • identify and describe similarities and differences between K^wak^wəkəw^wak^w customs and other cultures' customs. • identify contemporary issues in K^wak^wəkəw^wak^w culture. 	<ul style="list-style-type: none"> • converse with an unfamiliar speaker, using appropriate register - e.g., formal register, informal register, etc. • identify and compare language, expressions, and behaviours that reflect cultural context. • follow the process and protocol of a ceremony or event within the local community. • demonstrate an understanding of regalia used during celebrations and ceremonies. • identify and explain the construction and purpose of puns and jokes. • identify examples of implied or indirect language. • compare and contrast K^wak^wəkəw^wak^w customs to those of other cultures. • analyze and discuss contemporary issues in K^wak^wəkəw^wak^w culture. 	<ul style="list-style-type: none"> • use appropriate language, expressions, and registers (including formal, informal, and storytelling registers) in cultural contexts. • demonstrate cultural sensitivity in everyday situations through appropriate behaviour. • follow appropriate protocols governing relationships between and among people during ceremonies and special events. • demonstrate an understanding and appreciation of spontaneous humour in appropriate social situations. • identify examples of implied or indirect language, and explain their purpose - e.g., hedging, avoidance. • demonstrate an understanding of similarities and differences between K^wak^wəkəw^wak^w culture and other cultures. • analyze and discuss how one is influenced by one's cultural experiences, giving reasons and examples.

Introductory Kwakwala 11

COMMUNICATING: EXCHANGING INFORMATION

It is expected that students will:

- recognize, pronounce, and form the characters of the Kwakwala alphabet.
- use and respond to commands, requests, and suggestions.
- ask and respond to questions with question words such as 'ma "what", angwa "who", 'wilakw "when", 'widi' "where", and gans "how many".
- exchange information about activities, people, places, and things.
- communicate wants, needs, likes, dislikes and emotions, giving simple reasons.
- express ability and inability.
- ask for specific help.
- use learned expressions and phrases in past, present, and future.
- participate in Kwakwala in a variety of situations drawn from real life.
- begin to derive meaning in new language situations.

COMMUNICATING: PRESENTING INFORMATION

It is expected that students will:

- recognize and use numbers in a variety of conventions - e.g., telling time, writing dates, addresses and phone numbers.
- identify and use expressions of time.
- recognize events as past, present, or future.
- narrate or describe events and experiences in logical progression, using conjunctions such as *dlu* "and".
- give simple instructions in a respectful way.
- describe similarities and differences.

Introductory Kwakwala 11

<p>FINDING INFORMATION</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • identify cultural content in Kwakwala resources. • identify information needs and sources, and methods for finding and recording information. • recognize and use appropriate protocol for collecting information from cultural resource people. • extract, record, and organize relevant information from age-appropriate Kwakwala resources to meet information needs. • explain acquired information in oral, visual, and simple written forms. • acknowledge sources appropriately.
<p>UNDERSTANDING CULTURE AND SOCIETY: INTERPRETING CREATIVE WORKS</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • view, listen to, and read authentic creative works from Kwakwaka'wakw culture, with visual and contextual support. • discuss and reflect on creative works and offer relevant responses. • demonstrate comprehension of the main idea and significant details of a text. • show a relevant connection to the problem faced by the main character in moral stories. • identify storytelling techniques.
<p>UNDERSTANDING CULTURE AND SOCIETY: SOCIALIZING AND CELEBRATING</p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use greetings and expressions of politeness. • recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members. • discuss the idea of respect in Kwakwaka'wakw culture, giving examples. • determine what can be talked about or asked when Elders are present to share their knowledge. • identify language, expressions, and behaviours that reflect cultural context. • demonstrate an understanding of significant stories related to celebrations and traditional ceremonies. • recognize order of events and placement of people during ceremonies and events. • identify the contributions of Kwakwaka'wakw people to British Columbia, Canada and the world. • describe ways that Kwakwala and other languages have influenced each other. • identify characteristics of Kwakwaka'wakw culture and compare them to those of other cultures.



APPENDIX B

Learning Resources
General Information

WHAT IS APPENDIX B?

Appendix B consists of general information on learning resources and selecting learning resources for the classroom, followed by annotated lists of locally selected learning resources.

SELECTING LEARNING RESOURCES FOR THE CLASSROOM

Selecting a learning resource means choosing locally appropriate materials, **suitable for the age and interest level of the students**. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. The Ministry of Education has developed guidelines to assist with the evaluation and selection of learning resources in the form of a document entitled *Evaluating, Selecting, and Managing Learning Resources: A Guide* (Revised 2002) with accompanying CD-ROM tutorial and evaluation instruments. This document is available from Government Publications Services (1-800-663-6105). Content, instructional design, technical design, and social considerations may be included in the decision-making process, along with a number of other criteria.

The selection of learning resources should be an ongoing process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, coordinated at the school and district levels. To function efficiently and realize the maximum benefit from finite resources, the process should operate in conjunction with an overall district and school learning resource implementation plan. Resources must be evaluated through a local, board-approved process.

CRITERIA FOR SELECTION

There are a number of factors to review when selecting learning resources:

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the underlying philosophy of the curriculum document. The Languages Template is based on the communicative-experiential approach, which emphasizes the purposeful use of language to perform real-life tasks, share ideas, and acquire information. Therefore, selected resources must support the strong oral/aural underpinning of the curriculum. In addition, teachers must consider the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students.

The instructional design of a resource includes the organization and presentation techniques, the methods used to introduce, develop, and summarize concepts, and the vocabulary level. The suitability of all these components should be considered for the intended audience. Teachers should also consider their own teaching styles and select resources that will complement them.

Technical Design

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs, the illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

Social Considerations

Teachers must consider the appropriateness of any resource from the perspective of the local community. An examination of a resource for social considerations helps to identify potentially controversial or offensive elements that may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful

when students are expected to develop critical-thinking skills through manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their students, some of whom learn better from the use of one medium than another.

Use of Information Technology

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

Funding

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning, to co-ordinate individual goals and local priorities

Existing Materials

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through use of district and school tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.

A MODEL SELECTION PROCESS

The following series of steps is one way a school might go about selecting learning resources.

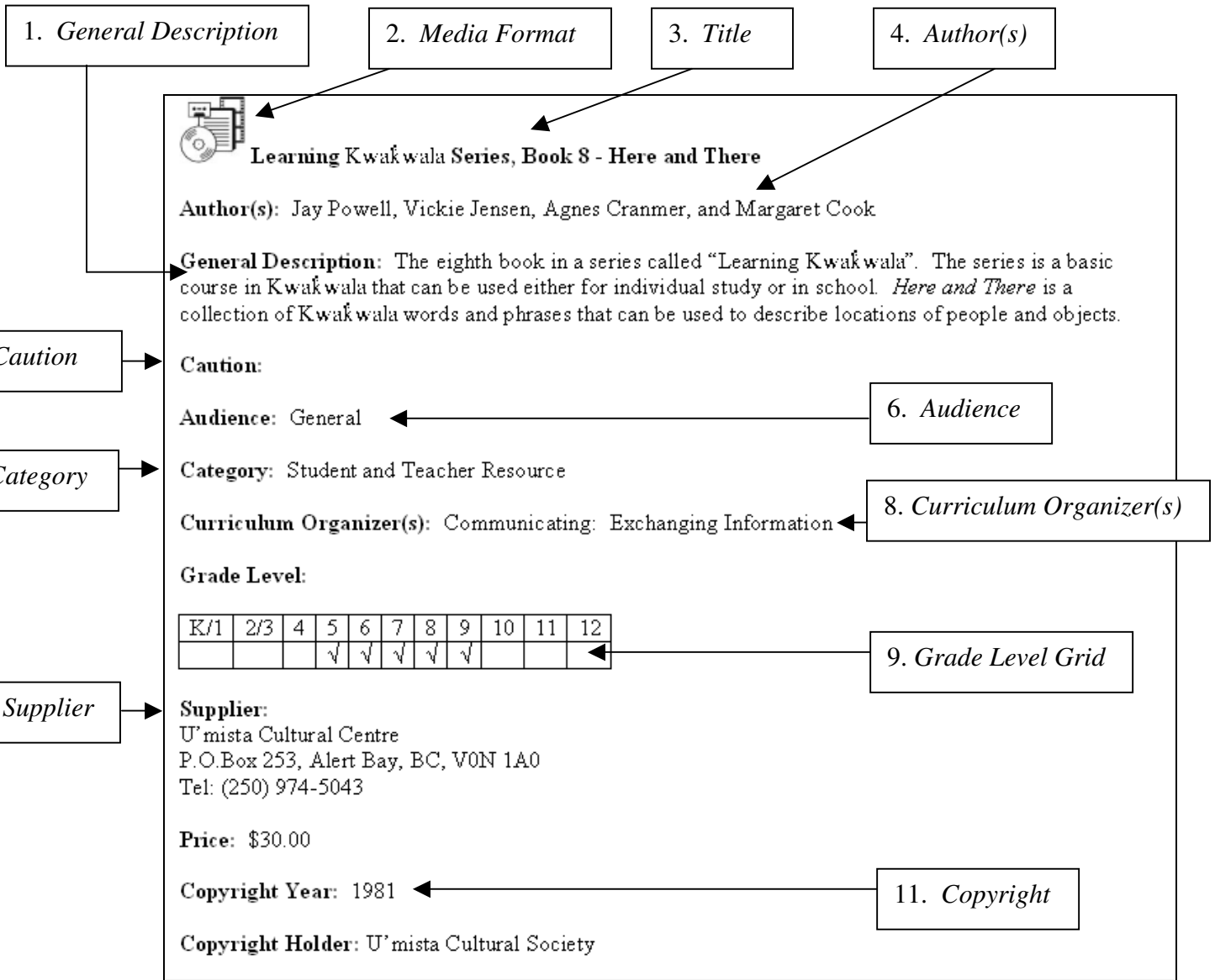
- 1) Identify a resource coordinator (e.g., a teacher-librarian).
- 2) Establish a learning resources committee.
- 3) Develop a school vision and approach to resource-based learning.
- 4) Identify existing learning resources.
- 5) Identify resource priorities.
- 6) Apply criteria such as those used by the Ministry of Education to shortlist potential resources.
- 7) Examine resources first-hand at a publishers' display.
- 8) Make recommendations for purchase.

APPENDIX B ANNOTATIONS

Appendix B comprises a comprehensive list of the resources for learning Kwakwaka, including those developed by schools and communities on Northern Vancouver Island and the mainland, and those developed by School District 85 (Vancouver Island North) and School District 72 (Campbell River). Gilakas’la to our colleagues in School District 72 for sharing their resources and allowing us to include them in this catalogue.

The titles are listed alphabetically and each resource is annotated. Resource titles are given in the Kwakwaka writing system which the resource was written in.

What information does an annotation provide?





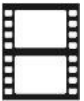







1. General Description

This section provides an overview of the resource.

2. Media Format

This section tells you what medium the resource is in. Possibilities include but are not limited to:

-  Audio Cassette
-  CD-ROM
-  Community Resource People / Elders
-  Cultural Items
-  Film
-  Flash Cards
-  Games / Manipulatives
-  Hands-on Activities
-  Internet Resources
-  Videodisc (DVD)



Multimedia



Music CD



Posters



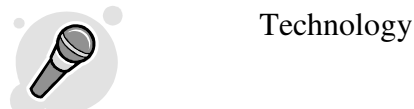
Print Materials



Slides



Software



Technology



Video

3. Title

This section lists the exact title as printed on the resource, **in the Kwaḱwala writing system used in that resource.**

4. Author

This section identifies the author(s) or developer(s) of the resource.

5. Caution

This section tells teachers if the resource might raise any potentially sensitive issues.

6. Audience

This section indicates the suitability of the resource for different types of students. Possible student audiences include:

- General
- English as a Second Language (ESL)
- Students who are:
 - gifted
 - blind or have visual impairments
 - deaf or hard of hearing
- Students with:
 - severe behavioural disorders
 - dependent handicaps
 - physical disabilities
 - autism
 - learning disabilities (LD)
 - mild intellectual disabilities (ID-mild)
 - moderate to severe / profound disabilities (ID-moderate to severe / profound)

7. Category

This section indicates whether it is a student and teacher resource, teacher resource, or professional reference.

8. Curriculum Organizer(s)

This section tells teachers for which curriculum organizer(s) the resource is most suited. Curriculum organizers from other subjects' IRPs are also listed where appropriate.

9. Grade Level

This section indicates the suitable age range for the resource.

10. Supplier

This section gives the name, address, telephone number, fax number, and web address of the supplier or location of the resource, as well as the ISBN or order number for the resource, where applicable. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.

11. Copyright

This section identifies the copyright holder and copyright date.



APPENDIX B

Kwakwala Resources



A Is For Abalone - A Coastal Alphabet (English)

Author(s):

Concept by Anne Boyd and Marni McMahan. Photographs and illustrations by Pam Holloway.

General Description:

This beautifully presented classroom alphabet set, printed on heavy card, is a wonderful addition to any elementary classroom. This alphabet features photographs, illustrations and clip art that demonstrate aspects of Pacific Northwest Coast First Nations culture. 27 pages, colour, 8.5 x 11.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society,
English Language Arts: Reading and Viewing

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$23.00

Copyright Year: 1999

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



Actions: kwakwala Development DVD

Author(s): Nunwakola Cultural Society

General Description: This DVD covers the basic verbs such as: walk, run, turn around, sit, point, etc. It was developed using the Total Physical Response method of teaching language.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

Nunwakola Cultural Society
General Delivery
Kingcome Inlet, BC
V0N 2B0

Price:

Copyright Year: 2007

Copyright Holder:



Art of the Northwest Coast

Author(s): Aldona Jonaitis

General Description: Traditional and contemporary Northwest Coast Aboriginal art.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

University of Washington Press,
PO Box 50096
Seattle, WA, 98145-5096
Tel: (800) 537-5487 or (410) 516-6956
Fax: (410) 516-6998
hfcustserv@press.jhu.edu
<http://www.washington.edu/uwpress/>

Price: \$26.95 USD

Copyright Year: 2006

Copyright Holder: Aldona Jonaitis



Bibliography of Materials on the Kwakwala Language

Author(s): Compiled by Dr. William Poser.

General Description:

A bibliography of linguistics papers about the Kwakwala language, as well as early collections of texts.

Caution:

Audience:

Category: Teacher Resource, Professional Reference

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier: <http://www.ydli.org/biblios/kwabib.htm>

Copyright Year: 2006

Copyright Holder: Yinka Déné Language Institute



Box of Treasures

Author(s): U'mista Cultural Society

General Description: This film documents the political struggles of the Kwakwaka'wakw First Nations of Alert Bay for the right to continue their traditions. It also celebrates the opening of the U'mista Cultural Centre and the community's ongoing efforts to pass on the knowledge of their culture and language from the Elders right through to adults and children in school.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$35.00

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



Button Blanket Math (Liq^ʷala / K^ʷak^ʷala and English)

Author(s):

Donna Walker, Pam Holloway and Joanne Windsor.

General Description:

The purpose of this book is to provide resource materials for use when teaching grade two numbers, patterns and space/shapes. It can be used as a guide to creating a Button Blanket Math Kit that could be an important math resource in any primary classroom. 64 pages, B/W with some colour, 8.5 x 11.

Caution:

Audience:

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society,
Math: Patterns, Space and Shapes

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√								

Supplier:

Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$17.50

Copyright Year: 2003

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



Cedar: Tree of Life to the Northwest Coast Indians

Author(s): Hilary Stewart

General Description: The author focuses on the giant cedar tree, which provided a wealth of materials to the Northwest Coast First Nations peoples. Detailed descriptions are given of the tools and techniques used in making objects, and their daily and ceremonial uses. The book is highlighted with anecdotes, oral history, and accounts of early explorers, traders, missionaries and native elders. There are 550 detailed drawings and 50 photographs.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Douglas & McIntyre
 Suite 201, 2323 Quebec Street
 Vancouver, BC, V5T 4S7
 Tel: (604) 254-7191 / 1-800-667-6902
 Fax: (604) 254-9099
dm@dmpibooks.com

Price: \$35.00

ISBN / Order No: 0295974486, 9780295974484

Copyright Year: 1984

Copyright Holder: Hilary Stewart



Color qumugwes World

Author(s):

General Description: A colouring book depicting illustrations of traditional stories.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information, Understanding Culture and Society: Interpreting Creative Works,

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√								

Supplier:

U'mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: Unknown

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



Contributions to the Ethnology of the Kwakiutl

Author(s): Franz Boas and George Hunt

General Description: This book provides insight into some of the rituals that were practiced by the k^wakəkəw^w. For example, George Hunt documented his experience when he witnessed a naming ceremony for when a baby is ten moons old.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						√	√	√	√	√

Supplier:

Coyote Press
 P.O. Box 3377
 Salinas, CA 93912
 Tel: (831) 422-4912
 Fax: (831) 422-4913
<http://www.coyotepress.com>

Price: \$34.25 (facsimile reprint)

ISBN / Order No:

Copyright Year: 1925

Copyright Holder:



Current Beliefs of the Kwakiutl Indians

Author(s): Franz Boas

General Description: This book contains a list of beliefs that was collected, and partly observed, during visits to the k^waguʔt, which extended from 1886 to 1931.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society:
Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						√	√	√	√	√

Supplier:

Coyote Press

P.O. Box 3377

Salinas, CA 93912

Tel: (831) 422-4912

Fax: (831) 422-4913

<http://www.coyotepress.com>

Price: \$8.25 (facsimile reprint)

ISBN / Order No:

Copyright Year: 1932

Copyright Holder:



Ĉeliq̄ela ᑲix̄c̄em - Shiny Abalone (Liᑲ̄'ala / K̄'ak̄'ala and English)

Author(s): Concept by Donna Walker. Translations by Daisy Sewid-Smith. Illustrations by Pam Holloway and Hilary Stewart.

General Description:

A conversation between Cory and Abalone, accompanied by facts, illustrates the importance and history of the abalone as it relates to the K̄'ak̄'ak̄wak̄'. Photographs and illustrations enhance the text. Includes CD. 16 pages, colour, 8.5 x 11.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society,
Science: Ecology

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√							

Supplier:

Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$23.00

Copyright Year: 1998

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



Dzawada'enuxw Curriculum Guide

Author(s): Nunwakola Cultural Society

General Description: A binder of topics or themes such as: language, history, social practices, food gathering and preparation, housing, health, education, art, songs, dances, and transportation.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating, Understanding Culture and Society:
Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√					

Supplier:

Lilawagila School
General Delivery
Kingcome Inlet, BC
V0N 2B0
(250) 974-3047

Price: \$20.00

Copyright Year:

Copyright Holder: Lilawagila School



Dzaxwan Unit

Author(s): Donna Cranmer and Natika Bock

General Description: A twelve-lesson unit on the dzaxwan (eulachon). Topics include: traditional knowledge and oral history related to the dzaxwan, the life cycle and food web of the dzaxwan, fishing for dzaxwan, preparing and preserving dzaxwan, building an eulachon pit, T’lina, T’linagila (trade), and the cultural and ecological importance of the dzaxwan.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√					

Supplier:

Price: Unknown

Copyright Year: Unknown

Copyright Holder:

**Elders' Language Recording Workshop: Kwakwala Learning CDs****Author(s):** Lilawagila School and the Nunwakola Cultural Society**General Description:** This binder of audio CDs along with transcriptions were created from the information gathered at the 2006 Elders' Language Recording Workshop in Kingcome Inlet. The workshop was based on themes such as: Guidelines For The Bighouse and Potlatch, Bighouse Protocol, d^zax^wən (Eulachon), čəmta (Smoked Eulachon), and Discipline. This information was compiled, and audio CDs were created, to assist in learning k^wak^wala.**Caution:****Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):****Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Nunwakola Cultural Society
 General Delivery
 Kingcome Inlet, BC
 V0N 2B0

Price: \$40**ISBN / Order No:****Copyright Year:** 2007**Copyright Holder:** Nunwakola Cultural Society



First Nations Education, School District No. 72 Campbell River Catalogue

Author(s): Compiled by Pam Holloway.

General Description: A catalogue of Liq'wala / Kwakwaka'waka learning resources developed by the SD 72 First Nations Education Department.

Caution:

Audience: Educators

Category: Teacher Resource

Curriculum Organizer(s): Communicating, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier: <http://www.sd72.bc.ca/documents/publications/fncatalogue.pdf>

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Copyright Year: 2006

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



First Nations Portraits: Circle of Smoke

Author(s): Laichwiltach Family Life Society

General Description: Meet a First Nations teenager as she experiences peer pressure to smoke. Join her as she finds strength to say “no” from her ancestors and contemporary role models.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society,
Health

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					√	√				

Supplier:

Laichwiltach Family Life Society
441 4th Avenue
Campbell River, B.C., V9W 3W7
Telephone: (250) 286-3430
Fax: (250) 286-3483

Price: \$25.00

Copyright Year: 1997

Copyright Holder: Laichwiltach Family Life Society



First Nations Science and Ethnobotany Unit K-10

Author(s):

General Description:

This excellent plant science booklet is full of interesting and fun lesson plans, science experiments, and art activities, all around the topic of plants used by the Pacific Northwest coast First Nations peoples. Colourful photos and intricate illustrations, along with step-by-step lesson plans make this booklet a great addition to the classroom. 112 pages, colour and B/W, 8... 5 x 11 and 11 x 17.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society,
Science: Ethnobotany

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√		

Supplier:

Aboriginal Education Department
School District No. 72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$60.00

Copyright Year: 1999

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



First Nations Unicode Font

Author(s): University of British Columbia First Nations Languages Program

General Description:

Available for both Mac and PC, this font allows for easy typing of the characters of Kwakwala language. The font can be downloaded for free from the UBC First Nations Languages Program website.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					√	√	√	√	√	√

Supplier:

First Nations Languages Program
Faculty of Arts, University of British Columbia
Buchanan E-256, 1866 Main Mall
Vancouver, B.C., V6T 1Z1
Telephone: (604) 822-2512
<http://fnlg.arts.ubc.ca/FNLGfont.htm>

Price: free

Copyright Year:

Copyright Holder:



FirstVoices Archive - Kwakwala

Author(s): U'mista Cultural Society

General Description: FirstVoices is a suite of web-based tools and services designed to support Aboriginal people engaged in language archiving, language teaching and cultural revitalization. Each FirstVoices Language Archive contains thousands of text entries enhanced with sounds, pictures and videos. A companion set of interactive online games is designed to present the archived FirstVoices language data in creative learning activities.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer: Communicating, Finding Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Supplier: <http://www.firstvoices.com/en/Kwakwala>

Price:

Copyright Year: 2000-2009

Copyright Holder: First Peoples' Cultural Foundation

**From Time Immemorial: The First People of the Pacific Northwest Coast****Author(s):** Diane Silvey

General Description: *From Time Immemorial* provides an honest and up-to-date survey of the history of the coastal First Nations from pre-contact to the present. The cultures of the coastal peoples were highly complex. Although there were many similarities, there were also many differences among the groups who shared the wealth of their life-sustaining environment. This book provides a broad overview of traditional ways common to a large number of diverse groups. It encourages readers to learn more about particular groups who, long ago, walked the shorelines and forest trails of the Pacific Northwest. This is a good resource for learning about history, stories, cedar, fishing, and traditional culture. 92 pp., also available in French. Chapters include: Living Together - Villages and Families; Living in Balance With the Sea - Fishing; Living in Balance With the Land - Hunting and Gathering; At Home by the Forest - Shelter and Clothing; Travel in the Pacific Northwest - By Land, By Sea; Living with the Spirits - Ceremonies and Beliefs; Expressing a Culture - Art, Drama, Music and Games; Living with Other Nations - Trade and Warfare; Contact with Strangers - Explorers and Traders; Living with the Newcomers - A Way of Life Ends; Losing Rights and Freedoms - Legislation and Discrimination.

Caution:**Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Understanding Culture and Society:
Socializing and Celebrating**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
		√	√	√	√	√	√	√		

Supplier:

Pacific Edge Publishing
 1773 El Verano Drive,
 Gabriola, BC, V0R 1X6
 Toll Free Tel: 1-800-668-8806
 Toll Free Fax: 1-800-956-8299
info@PacificEdgePublishing.com
order@PacificEdgePublishing.com

Price: \$18.95**Copyright Year:****Copyright Holder:** Pacific Edge Publishing



**From Time Immemorial: The First People of the Pacific Northwest Coast
– Teacher’s Guide**

Author(s): Diane Silvey and Diana Mumford

General Description: This Teacher’s Guide provides support materials to meet 100% of the prescribed learning outcomes of the Grade Four Social Studies curriculum in BC, with links to Social Studies IRP grade four learning outcomes and the Shared Learnings document. It contains detailed lesson plans, reproducible blackline masters, assessment strategies and tools and activities integrating theme across the curriculum (Science, Math, Art and Language Arts). 218 pp., also available in French. Chapters include: Living Together - Villages and Families; Living in Balance With the Sea - Fishing; Living in Balance With the Land - Hunting and Gathering; At Home by the Forest - Shelter and Clothing; Travel in the Pacific Northwest - By Land, By Sea; Living with the Spirits - Ceremonies and Beliefs; Expressing a Culture - Art, Drama, Music and Games; Living with Other Nations - Trade and Warfare; Contact with Strangers - Explorers and Traders; Living with the Newcomers - A Way of Life Ends; Losing Rights and Freedoms - Legislation and Discrimination.

Caution:

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		√	√	√	√	√	√	√		

Supplier:

Pacific Edge Publishing
 1773 El Verano Drive,
 Gabriola, BC, V0R 1X6
 Toll Free Tel: 1-800-668-8806
 Toll Free Fax: 1-800-956-8299
info@PacificEdgePublishing.com
order@PacificEdgePublishing.com

Price: softcover \$49.95
 download \$24.95

Copyright Year: 1999

Copyright Holder: Pacific Edge Publishing

**Geographical Names of the Kwakiutl Indians****Author(s):** Franz Boas**General Description:** A book of geographical place names of the k^wak^wəkəw^w, including k^wak^wala to English translations for each place name.**Caution:****Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Finding Information, Understanding Culture and Society**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Coyote Press

P.O. Box 3377

Salinas, CA 93912

Tel: (831) 422-4912

Fax: (831) 422-4913

<http://www.coyotepress.com>**Price:** \$14.50 (facsimile reprint)**ISBN / Order No:****Copyright Year:** 1934**Copyright Holder:**



Gəngənənəmasa K^wak^wakəʔwak^w

Author(s): Anne Goodfellow, Kwakwala by Pauline Alfred and Lorraine Hunt

General Description: A collection of photographs and descriptive Kwakwala phrases.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating, Finding Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
	√	√	√							

Supplier:

Tʼʼisalagiʼlakw School
Alert Bay, BC, V0N 1A0

Price: Unknown

Copyright Year: 1981

Copyright Holder: Nimpkish Board of Education



Gigəlgəʔomas - Crawling Animals

Author(s):

General Description:

This booklet features clip art of common animals along with their names in the Liq^ʷala / K^ʷak^ʷala language. Includes CD. 12 pages, colour, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating, Finding Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√								

Supplier:

Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$23.00

Copyright Year: 2002

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



Gwishalaayt - The Spirit Wraps Around You

Author(s): Barb Cranmer

General Description: While art forms by Northwest coast native peoples, such as carved masks depicting mythic beings, have received worldwide recognition, little is known about Chilkat or Northern Geometric weaving, which is also practiced traditionally by these peoples. Although the art form is thousands of years old, today there are only fifteen weavers alive who practice it. Award-winning 'Namgis filmmaker Barb Cranmer and producer Cari Green travelled to Alert Bay, the Yukon and Alaska to document the work of six weavers. Gwishalaayt means “the spirit wraps around you” in the Sm’algyax language. The film follows the work of these weavers and presents their woven regalia in cultural contexts at potlatches and other ceremonies. The weavers share their knowledge and personal experience of practicing an art form that has become a way of life for them, while addressing some of the misconceptions about the weaving that were presented by those who have written about it in the past. 47 minutes.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Moving Images Distribution
 402 West Pender St., Suite 606,
 Vancouver, BC, V6B 1T6
 Tel: (604) 684-3014
 Toll-free: (800) 684-3014
 Fax: (604) 684-7165
www.movingimages.ca/catalogue/

Price:

Copyright Year: 2001

Copyright Holder: Nimpkish Wind Productions



G'ig'astuwas – Colours (Liq'ala / Kwak'ala and English)

Author(s):

General Description:

This vibrant booklet introduces the Liq'ala / Kwak'ala words for colours. Includes CD.
8 pages, colour, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

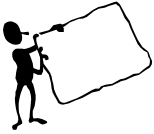
Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$17.50

Copyright Year: 2000

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



Ĝ'ig'astuwas - Colours Poster (Liḡ'ala / K'ak'ala)

Author(s):

General Description:

This classroom poster introduces the Liḡ'ala / K'ak'ala words for colours. 1 page, colour, 11 x 17.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$3.00

Copyright Year: 2000

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Ha-Shilth-Sa Newspaper (English and Nuučaanuł)

Author(s):

General Description: This bi-weekly newspaper covers events and issues on the West Coast of Vancouver Island from a First Nations perspective. Available by subscription in print, and for free download online.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				√	√	√	√	√	√	√

Supplier: <http://www.nuuchahnulth.org/tribal-council/hashilth.html>

Ha-Shilth-Sa
 P.O. Box 1383
 Port Alberni, B.C., V9Y 7M2
hashilthsa@nuuchahnulth.org

Copyright Holder: Nuuchahnulth Tribal Council



Husa la lu wən! - Count With Me! (Liq'ala / K'ak'ala)

Author(s):

General Description:

This booklet in Liq'ala/K'ak'ala includes two songs that introduce the numbers from 1 to 10, as well as 10 animal and bird names, sung to the tune of Kumbaya. Includes CD. 12 pages, colour, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

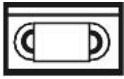
Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$17.50

Copyright Year: 1997

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



I'tusto: To Rise Again

Author(s): Barb Cranmer

General Description: For the Kwakwaka'wakw people, certain events happen that are forever embedded in our memory. In the early hours of August 29, 1997, the Kwakwaka'wakw Nation was rocked to the core as the 'Namgis ceremonial bighouse became engulfed in the flames of an arsonist's fire. I'tusto is the Kwakwala word for "to rise again". 'Namgis filmmaker Barb Cranmer worked alongside members of her community and documented their tremendous efforts as they rallied over the next 21 months to rebuild the bighouse. Archival photographs, footage of the re-building and stories from people of all ages in the community create a poignant portrait of how a community worked together to create a new monument of pride and culture, and to celebrate the opening of the new bighouse on May 28, 1999. I'tusto: To Rise Again provides an insightful look at an ancient legacy, the potlatch bighouse and the people who continue practicing their traditions through good and bad times. Filmed on location in Alert Bay, this documentary shares the cultural strength of the Kwakwaka'wakw people, through the potlatch prohibitions, to the present day. 54 minutes.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$25.00

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



Kwakiutl Legends

Author(s): Told by Chief James Wallas.

General Description: Traditional tales of the Kwakiutl.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information, Finding Information, Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: Unknown

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



Author(s): Franz Boas

General Description: A collection of myths and folklore of the Kwakwaka'wakw.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						√	√	√	√	√

Supplier:

Coyote Press
 P.O. Box 3377
 Salinas, CA 93912
 Tel: (831) 422-4912
 Fax: (831) 422-4913
<http://www.coyotepress.com>

Price: \$46.75 (facsimile reprint)

Internet archive: A complete scan of the 1910 text is available free online at <http://www.sacred-texts.com/nam/nw/kt/>

ISBN / Order No:

Copyright Year: 1910

Copyright Holder:



Kwakiutl Texts - Parts I, II, and III

Author(s): Franz Boas and George Hunt

General Description: This book is full of historical stories of the k^wak^wəkəw^wak^w and surrounding tribes, collected in late 1800's and early 1900's.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating, Finding Information,
Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Coyote Press

P.O. Box 3377

Salinas, CA 93912

Tel: (831) 422-4912

Fax: (831) 422-4913

<http://www.coyotepress.com>

Internet archive: <http://digitallibrary.amnh.org/dspace/handle/2246/23>

Price: \$50.00

ISBN / Order No:

Copyright Year: 1905

Copyright Holder: Leiden, E.J. Brill Ltd.

**Kwakwaka'wakw Settlements, 1775-1920
A Geographical Analysis and Gazetteer**

Author(s): Robert Galois with contributions from Jay Powell and Gloria Cranmer Webster (on behalf of the U'mista Cultural Centre)

General Description: This book provides a geographic overview of the changing demography and settlement patterns of the Kwakwaka'wakw between 1775 and 1920, and is a reference guide to the location and use of Kwakwaka'wakw settlement sites. The bulk of the study consists of a gazetteer of individual Kwakwaka'wakw settlements. Includes origin myths in Kwakwala and English for ten of the Kwakwaka'wakw tribes, collected by Gloria Cranmer Webster and Jay Powell.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

University of British Columbia Press
6344 Memorial Rd.
Vancouver, BC, V6T 1Z2
Tel: (604) 822-3259
Fax: (604) 822-6083

Price:

Copyright Year: 1994

Copyright Holder: University of British Columbia Press



Kwakwaka'wakw Village Origin and History – Fort Rupert

Author(s): Agnes Cranmer, recorded by Salmonista

General Description: A history of Tsaxis, or Fort Rupert, discussing some of the families that lived there, including George Hunt, and the impact he and his offspring had on Kwakwaka'wakw culture.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Presenting Information, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253,
 Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: Currently only available for borrowing from the U'mista Cultural Centre library.

Copyright Year: 1987

Copyright Holder:



Kwakwala

Author(s): Compiled by Chris Harvey

General Description:

This website provides a brief description of the Kwakwala language and its writing systems. It includes a chart of community names.

Caution:

Audience:

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

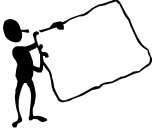
Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
								√	√	√

Supplier: <http://www.languagegeek.com/wakashan/kwakwala.html>

Copyright Year: 2007

Copyright Holder:



Kwakwala Alphabet Poster

Author(s): U'mista Cultural Society. Illustrated by Nola Johnston.

General Description: A poster illustrating the sounds and example words for each character in the U'mista Orthography System. Available in various sizes.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

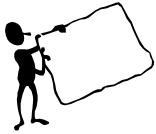
Supplier:

U'mista Cultural Centre
 P.O. Box 253,
 Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$5.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



kʷákwala Flash Cards

Author(s): Lilawagila School

General Description: A set of animal picture flash cards that display the Kwákwala names for the different animals in the local area.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√					

Supplier:

Lilawagila School
General Delivery
Kingcome Inlet, BC
V0N 2B0

Price:

Copyright Year:

Copyright Holder:



Kwakwala Phrasebook

Author(s): Deanna Nicolson, with support from Pauline Alfred, Robert Joseph, Spruce Wamiss, and Billy Robertson.

General Description: The phrasebook was created to fit in a pocket or a purse and to be carried everywhere for quick and easy reference. It consists of fifteen chapters, featuring casual situations in which conversational Kwakwala can be used. Includes a two disc set. The fluent Elders provide each elicited phrase a total of three times with sufficient time in between each utterance for the learner to repeat and practice correct pronunciation.

103 pages, B/W, 7.5” x 5”

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Kwikwasutinux / Ha'xwa-mis First Nation
 1 Front Street, PO Box 10
 Alert Bay, BC, V0N 1A0
 Tel: (250) 974-3004 Fax: (250) 974-3007

Price: To be determined

Copyright Year: 2008

Copyright Holder: Kwikwasutinux / Ha'xwa-mis First Nation

**Kwa'kwala Phrasebook DVD**

Author(s): Deanna Nicolson, with support from Pauline Alfred, Robert Joseph, Spruce Wamiss, and Billy Robertson.

General Description: The DVD consists of ten chapters, featuring casual situations in which conversational Kwa'kwala can be used. Three music videos are also included, demonstrating Kwa'kwala teaching through the Total Physical Response (TPR) method.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Kwikwasutinx / Ha'xwa-mis First Nation
1 Front Street, PO Box 10
Alert Bay, BC, V0N 1A0
Tel: (250) 974-3004 Fax: (250) 974-3007

Price: To be determined

Copyright Year: 2008

Copyright Holder: Kwikwasutinx / Ha'xwa-mis First Nation



Kwakwala Teacher Training Seminar

Author(s): School District 85 (Vancouver Island North)

General Description: A large binder of unit plans developed as part of the Kwakwala Teacher Training Project, Dec. 4-8, 1995. Covers a variety of themes related to Kwakwaka'wakw family and community life.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating, Finding Information, Understanding Culture and Society: Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√				

Supplier:

School District 85 (Vancouver Island North)
 6975 Rupert St., P.O. Box 90,
 Port Hardy, BC, V0N 2P0
 Tel: (250) 949-6618
 Fax: (250) 949-8792

Price:

Copyright Year: 1995

Copyright Holder:

**KwaḲwalala Gaxan: Speak KwaḲwala To Me****Author(s):** Lilawagila School**General Description:** A binder of k^waḲ^wala Learning Audio CDs along with transcriptions of various themes such as: Weather, Table Talk, Beach, Baby Talk, Where Are You Going?, Colours, My Friends and Family, Animals, KwaḲwala Alphabet, the Bighouse, and more. This series of CDs provides you with the k^waḲ^wala translation of each word or phrase.**Caution:****Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Communicating**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Nunwakola Cultural Society

General Delivery

Kingcome Inlet, BC

V0N 2B0

Price: \$50.00**ISBN / Order No:****Copyright Year:****Copyright Holder:** Nunwakola Cultural Society



Learning By Designing: Pacific Northwest Coast Native Indian Art

Author(s): Jim Gilbert and Karin Clark

General Description: This comprehensive work, containing over 800 illustrations in both traditional and contemporary art styles, is one of the most thorough reference works available on Pacific North West Coast First Nations two-dimensional art. This book contains examples of the four coastal art styles, accompanied by straightforward text.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Raven Publishing
P.O. Box 325, 5581 Horne St.,
Union Bay, BC, V0R 3B0
Tel: (250) 335-1709
<http://www.ravenpublishing.com>

Price: \$34.95

ISBN / Order No: 0-9692979-3-9

Copyright Year: 1999

Copyright Holder: Raven Publishing



Learning By Doing Northwest Coast Native Indian Art

Author(s): Karin Clark and Jim Gilbert

General Description: This book contains step-by-step instructions and illustrations on the basics of drawing, designing, painting and carving in Pacific Northwest Coast Aboriginal styles. Fifteen educationally based concepts are arranged from simple to complex, with each step building on the previous. Over 300 black and white detailed illustrations and 32 photos enhance and clarify the straightforward instructions. 160 pages.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Raven Publishing
P.O. Box 325, 5581 Horne St., Union Bay, BC, V0R 3B0
Tel: (250) 335-1709
<http://www.ravenpublishing.com>

Price: Unknown

Copyright Year: Unknown

Copyright Holder: Raven Publishing



Learning Kwakwala Series, Book 1 - My Village, My House

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The first in a series of language books called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *My Village, My House* is a collection of Kwakwala words and phrases that can be used in or around the home and village. This book comes with one CD to help with the pronunciation and learning of the words and phrases.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√							

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$18.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



Learning Kwakwala Series, Book 2 - My Family, My Friends

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The second in a series of language books called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *My Family, My Friends* is a collection of Kwakwala words and phrases that can be used introduce and describe family and friends. This book comes with two CDs to help with the learning and pronunciation of the language.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$20.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



Learning Kwakwala Series, Book 3 - Me and My Clothes

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The third in a series of language books called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *Me and My Clothes* is a collection of Kwakwala words and phrases that can be used to describe the body, colours, articles of clothing, and potlatch regalia. This book comes with one CD to help with pronunciation.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$18.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society

**Learning Kwakwala Series - Dogs, Cats, and Crows****Author(s):** Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook**General Description:** The fourth in a series of language books called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *Dogs, Cats, and Crows* is a collection of Kwakwala words and phrases that can be used to talk about pets, birds, land animals, and sea life.**Caution:****Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Communicating: Exchanging Information**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√					

Supplier:

U'mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: \$7.95**Copyright Year:** 1981**Copyright Holder:** U'mista Cultural Society



Learning Kwakwala Series, Book 5 - The Sounds of Kwakwala

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The fifth in a series of language books called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *The Sounds of Kwakwala* is a collection of Kwakwala words and phrases that can be used to learn the sounds of Kwakwala with plenty of practice with example sentences. Games are also included to reinforce learning and add excitement to language learning.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$7.95

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



Learning Kwakwala Series, Book 6 - Saying Everyday Things

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The sixth book in a series called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *Saying Everyday Things* is a collection of Kwakwala words and phrases that can be used to begin having simple conversations in Kwakwala. Grammar and tenses are introduced, along with plenty of dialogues for practice.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√			

Supplier:

U'mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: \$25.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



Learning Kwakwala Series, Book 7 - This One, That One

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The seventh book in a series called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *This One, That One* is a collection of Kwakwala words and phrases that can be used to learn how to add objects into sentences. Reduplication is introduced and more practice with tenses is provided.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√			

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$7.95

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



Learning Kwakwala Series, Book 8 - Here and There

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The eighth book in a series called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. *Here and There* is a collection of Kwakwala words and phrases that can be used to describe locations of people and objects.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√			

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$30.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



Learning Kwakwala Series, Book 9 - Workbook 6

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The ninth book in a series called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. Workbook 6 is a review of all the material introduced in Book 6 - *Saying Everyday Things*. It provides exercises and examples to practice vocabulary, tenses, grammar, and singular vs. plural. This book comes with three CDs to help with the pronunciation of these lessons.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$30.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society

**Learning Kwakwala Series, Book 10 - Workbook 7**

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The tenth book in a series called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. Workbook 7 is a review of all material introduced in Book 7 - *This One, That One*. It provides exercises and examples to practice vocabulary, tenses, grammar, and singular vs. plural. This book comes with 3 CDs to assist you in the pronunciation of the words.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: \$25.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society



Learning Kwakwala Series, Book 11 - Workbook 8

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: The eleventh book in a series called “Learning Kwakwala”. The series is a basic course in Kwakwala that can be used either for individual study or in school. Workbook 8 is a review of all material introduced in Book 8 - *Here and There*. It provides exercises and examples to practice vocabulary, tenses, grammar, and singular vs. plural. This book comes with three CDs to help you with the pronunciation of the language.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$25.00

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society

**Learning Kwakwala Series, Book 12 - Yaxwatlan's****Author(s):** Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: Book number twelve in a series called “Learning Kwakwala”. This book describes some of the dances the Kwakwaka’wakw perform. It does not discuss all of our many dances. We have chosen a number of those which are most commonly done at our potlatches. The descriptions are for our children, many of whom have hereditary rights to dances and who now learn dancing in culture programs which have been set up in northern Vancouver Island area schools. The book also provides names of Kwakwaka’wakw tribes and regalia pieces.

Caution:**Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Understanding Culture and Society, Finding Information**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U’mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: \$7.95**Copyright Year:** 1981**Copyright Holder:** U’mista Cultural Society



Learning Kwakwala Series, Book 13 - Teacher's Manual

Author(s): Jay Powell, Vickie Jensen, Agnes Cranmer, and Margaret Cook

General Description: A Teacher's Manual to accompany the "Learning Kwakwala" series.

Caution:

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price:

Copyright Year: 1981

Copyright Holder: U'mista Cultural Society

**Liq'ala / Kwak'ala Book 1****Author(s):** Daisy Sewid-Smith**General Description:**

This hardcover language instruction text book is an introductory level grammar and vocabulary lesson aid that can be used by Liq'ala / Kwak'ala teachers in the classroom. This text contains a history of the language, the writing system and an introduction to the International Phonetic Alphabet, along with proper use of grammar using pronouns, prepositions, adjectives and verbs in all the tenses. 160 pages, B/W, 7.75 x 8.5.

Caution:**Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Communicating**Grade Level:**

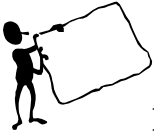
K/1	2/3	4	5	6	7	8	9	10	11	12
		√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$45.00**Copyright Year:** 1992**Copyright Holder:**

Aboriginal Education Department
 School District No.72, Campbell River



Liq'ala / K'ak'ala Classroom Alphabet Set

Author(s):

General Description:

Using the International Phonetic Alphabet, this alphabet sheet shows each letter and a common word associated with the letter. Clip art illustrates each word. This is a large classroom display version of the Personal Alphabet Sheet. 8 pages, colour, 11 x 17.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$29.00

Copyright Year: 1997

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Liq'ala / Kwak'ala Grammar Reference Book

Author(s):

General Description: This reference guide shows step-by-step construction of sentences in the Liq'ala / Kwak'ala language, and identifies pronoun, verb, and tense changes. It is available to be borrowed from the School District No. 72 Aboriginal Education Department.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Copyright Year: 2000

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Liq'wala / Kw'ak'wala in Action - "Greetings"

Author(s):

General Description:

This video depicts a brief "greeting" scene, presented first in Liq'wala / Kw'ak'wala. The second time features English translations and the third time is in Liq'wala / Kw'ak'wala only. 8 minutes.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Socializing and Celebrating,
Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C, V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$23.00

Copyright Year: 1996

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



Liq'ala / Kwak'ala Personal Alphabet Sheet and Tape

Author(s):

General Description:

Using the International Phonetic Alphabet, this alphabet sheet shows each letter and a common word associated with the letter. The accompanying tape provides the sound of the letter and word. Clip art illustrates each word. 1 page, colour, 8.5 x 11.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

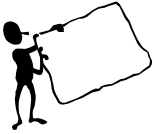
Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$6.00

Copyright Year: 1997

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Liq^hala / Kwak^hala Weather / Seasons Posters

Author(s):

General Description:

These fun posters introduce Weather and Seasons words and sentences in the Liq^hala / Kwak^hala language. 1 page, colour, 11 x 17.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$3.00 each

Copyright Year: 2006

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River

**Liq'ala / Kwak'ala Words****Author(s):****General Description:**

This booklet includes counting, days of the week, months of the year, clothing, body parts, animals and birds, colours, verbs, food, household objects, family members and basic expressions. Includes CD. 12 pages, colour, 7 x 8.5.

Caution:**Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Communicating**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$23.00**Copyright Year:** 2001**Copyright Holder:**

Aboriginal Education Department
 School District No.72, Campbell River



Listening to Our Ancestors: Community Curators

Author(s): Produced by the National Museum of the American Indian.

General Description: Community curators Barb Cranmer and William Wasden, Jr. talk about the carved sea monster mask in the exhibition and its role in the tribe’s origin story. 6 minutes.

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Film and Video Center,
 National Museum of the American Indian,
 One Bowling Green,
 New York, NY 10001-1415
AllenW@si.edu.

Price: The NMAI Film and Video Center does not lend or sell copies of films or videos, but the Film and Video Center can often assist users with information about productions that are not publicly available.

Copyright Year: 1991

Copyright Holder:

**Looking at Indian Art of the Northwest Coast****Author(s):** Hilary Stewart**General Description:** A concise, illustrated overview of the diverse traditional and contemporary art produced by the peoples of the Pacific Northwest. It focuses on the spiritual and cultural meaning of common motifs in the carvings, weavings, and masks that characterize the rich art of the area.**Caution:****Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Finding Information, Understanding Culture and Society:
Interpreting Creative Works**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Longitude Books

115 West 30th St., Suite 1206, New York, NY, 10001, USA

Tel: (800) 342-2164

<http://www.longitudebooks.com>**Price:** \$17.95**Copyright Year:** 1979**Copyright Holder:** Hilary Stewart



Ławitsis Origin, Myth, and Village History

Author(s): Ethel Alfred, Margaret Cook, Arthur Dick, Harry Joseph, Peter Macnair, Wedlidi Speck, and others. Recorded by Salmonista at Turnour Island.

General Description: A history of Ławitsis / Kalugwis, Village Island. Includes nine still photos of the village of Kalugwis and its people. 15 minutes.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Presenting Information, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253,
 Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: Currently only available for borrowing from the U'mista Cultural Centre library.

Copyright Year: 1988

Copyright Holder:



Łaxwe'gila

Artist(s): Singers of the 'Namgis

General Description: Songs from the 'Namgis nation.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre

P.O. Box 253, Alert Bay, BC, V0N 1A0

Tel: (250) 974-5043

Price: Unknown

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



Łaxwesa wa - Strength of the River

Author(s): Barb Cranmer

General Description: To Native people on the West Coast of Canada, the rivers and the ocean were not just a way of life, but life itself.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$40.00

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



Łoyən̄x Mámíma - Autumn Leaves (Liq'wala / Kw'ak'wala and English)

Author(s): Concept and photographs by Pam Holloway.

General Description:

A chant used to teach the Liq'wala / Kw'ak'wala autumn colour words. Booklet and CD.
8 pages, colour, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

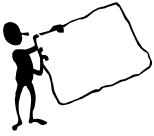
Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$17.50

Copyright Year: 2004

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



ᓱᓂᓗᑭᓴᓴᓴ: The Process Of Making Grease

Author(s): Michelle Hinatsu and Mikael Willie

General Description: Posters of photos showing the process of making grease, along with kwakwala words for each part of the process.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
					√	√	√	√	√	√

Supplier:

Lilawagila School
General Delivery
Kingcome Inlet, BC, V0N 2B0
Tel: (250) 974-3047

Price:

ISBN / Order No:

Copyright Year:

Copyright Holder:



Mácał ʔi da ʔəngǎxtola? - What is a Button Blanket? (Liq'ala / K'ak'ala and English)

Author(s): Concept by Donna Walker. Information and translations by Daisy Sewid-Smith. With photographs from the book *Robes of Power* by Doreen Jensen and Polly Sargent.

General Description:

This book describes the renaissance of the Button Blanket. It explains the origins of the button blanket and the traditional designs, from fur blankets to contemporary styles. 10 pages, colour, 8.5 x 11. Includes CD.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Interpreting Creative Works, Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No. 72, Campbell River
 425 Pinecrest Road
 Campbell River, B. C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$23.00

Copyright Year: 1998

Copyright Holder:

Aboriginal Education Department
 School District No. 72, Campbell River



Malkwala: To Remember

Author(s): Nunwakola Cultural Society

General Description: The Malkwala video is a recording of an Elders’ conference in Kingcome covering various topics such as origin stories, birth, death, the Bighouse, marriage, and rites of passage.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Presenting Information, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Nunwakola Cultural Society
 General Delivery
 Kingcome Inlet, BC
 V0N 2B0

Price:

Copyright Year:

Copyright Holder:



Məca and the ƛisəla (Liƛ'ala / K'ak'ala and English)

Author(s): Retold by Daisy Sewid-Smith. Illustrations by Pam Holloway.

General Description:

This ancient legend belongs to the K'ak'akəwak' people. The legend involves Mink visiting his father, the Sun, for the first time. They have a falling out and Mink is cast back to earth, but not before his impatience has caused great chaos on earth. Included in this story booklet is a song about Mink going to visit his father. 12 pages, colour, 5.5 x 8.5. Includes CD.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√						

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$17.50

Copyright Year: 1998

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Mungo Martin: A Slender Thread / The Legacy

Author(s): Barb Cranmer and the U'mista Cultural Society

General Description: From the time of his birth, Mungo Martin was exposed to the cultural rituals and traditions of his people. At a young age he learned the basic skills of designing, carving, and painting in the Northwest Coast traditional style of the Kwakwaka'wakw. The film is a testimony to his work, as well as a short biography of a man who was influential in restoring and reviving Northwest Coast art and culture. 18 minutes.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253,
 Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price:

Copyright Year: 1991

Copyright Holder: U'mista Cultural Society



My Big Fat Diet

Author(s): Produced by Barb Cranmer, Christian Bruyère, and Mary Bissell of Bare Bones Productions, in association with CBC Newsworld. Directed by Mary Bissell.

General Description: My Big Fat Diet chronicles how the 'Namgis First Nation goes cold turkey and gives up sugar and junk food for a year in a diet study sponsored by Health Canada and the University of British Columbia. Through the stories of six people, it documents a medical and cultural experiment that may be the first of its kind in North America. The film looks at the problem of obesity through the eyes of a Métis man who straddles two cultures, Western and First Nations. It also looks at the history and present-day status of traditional food gathering, and the link between individual health and that of the immediate environment.

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Mystique Films
 4411 Stone Cres.
 West Vancouver, BC, V7W 1B8
 Tel: (604) 913-0062
 Fax: (604) 926-7179
info@mystiquefilms.com

Price:

Copyright Year: 2008

Copyright Holder:



My Elders Tell Me

Author(s): Marion (Roze) Wright, illustrated by Judy Hilgemann

General Description: A collection of stories teaching vocabulary and traditions.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society, Finding Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		√	√	√	√	√	√			

Supplier:

Price: Unknown

Copyright Year: 1996

Copyright Holder: Tri-Bands Education Committee



'Nam Łanxa K'wax

Author(s): U'mista Cultural Society

General Description: Counting with colours in Kwakwala.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√						

Supplier:

U'mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: Unknown

Copyright Year: 2005

Copyright Holder: U'mista Cultural Society



'Namegan's Om Dlu'wans Awinagwisex – We Are One With The Land

Author(s): Written and directed by Barb Cranmer.
 Produced by the 'Namgis First Nation Chief and Council.

General Description: Our people have lived in the 'Namgis Valley since the first Thunderbird landed on the shores of our Gwa'ni River and turned into a Man. Everything we are comes from our Land; we define ourselves in a way that shares our spirit, our songs, our dances, and our relationship with our land that has sustained us for thousands of years. 'Namegan's Om Dlu'wans Awinagwisex – We Are One With The Land highlights our people's journey to our Land in the Summer of 2009. You will hear first-hand accounts of what it's like to be there.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

'Namgis First Nation Treaty Department
 49 Atli St.,
 Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5556

Price:

Copyright Year: 2009

Copyright Holder: 'Namgis First Nation



'Namgis Tape, Village Site of O'dzo'las

Author(s): Gloria Cranmer Webster, recorded by Salmonista.

General Description: A history of the village site of O'dzo'las.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Presenting Information, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
P.O. Box 253,
Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: Currently only available for borrowing from the U'mista Cultural Centre library.

Copyright Year: 1987

Copyright Holder:



Nugwa'am (All About Me)

Author(s): U'mista Cultural Society

General Description: Nugwa'am is based on material from the first four books of the "Learning Kwakwala Series".

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√							

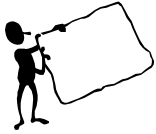
Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$20.00

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society

**Number Poster** (Liq^wala / K^wak^wala)**Author(s):****General Description:**

This Number Poster uses First Nations symbols to represent the value of each numeral. This chart is available in English, Liq^wala / K^wak^wala, and Coast Salish (Homalco). 1 page, colour, 11 x 17.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$3.00

Copyright Year: 2004

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Numbers 1 to 1000 (Liq'wala / Kwak'wala)

Author(s):

Concept by Pam Holloway, with support and guidance from Phyllis Dene LaFleur and Diana Matilpi.

General Description:

This version of a contemporary Liq'wala / Kwak'wala number system presents a logical and predictable pattern of counting, ensuring easy memorization of the higher numbers. An excellent tool for First Nations language teachers when introducing counting to 1000. 66 pages, B/W, 8.5 x 11.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
	√	√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$14.00

Copyright Year: 2004

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Our Story

Author(s):

Written by Colleen Hemphill and Donna Lamb, with portrait drawings of each student by Bob Hemphill.

General Description:

This art / colouring book features short biographies of School District No.72 First Nations students interested in the art and culture of their people. Along with the biographies are black line sketches of various crests and totems, which can be used to encourage and inspire an interest in native design. Each black line sketch includes a description. Students featured in this book are now adults in our community. 44 pages, B/W, 8.5 x 11.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√					

Supplier:

Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C., V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$10.00

Copyright Year: 1981

Copyright Holder:

Aboriginal Education Department
School District No.72, Campbell River



POTLATCH: A Strict Law Bids Us Dance

Author(s): U'mista Cultural Society

General Description: Over the centuries, the Kwakwaka'wakw First Nations of the Northwest Coast developed a sophisticated culture based on the ceremonial giving away of surplus wealth. This was the basis of an Indigenous social and economic ecology. With the arrival of European settlers intent on the accumulation of property, traditional Native society came under attack. For years, the Canadian government outlawed the potlatch, crushing a unique culture and seizing its artifacts to be studied and "protected".

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253, Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: \$50.00

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



'Qatuwas: People Gathering Together

Author(s): Directed by Barb Cranmer. Produced by Barb Cranmer, Frank Brown (Heiltsuk Nation), George Johnson (National Film Board of Canada).

General Description: A documentary: In the 1980's, Native peoples of the Northwest Coast embarked on an emotional voyage of rediscovery. Reclaiming their ancient maritime heritage, they carved majestic canoes from cedars that were living hundreds of years before Europeans arrived in the Pacific Northwest. 58 minutes 30 seconds.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

National Film Board of Canada
 Sales and Customer Service, D-10
 PO Box 6100, Station Centre-Ville
 Montreal, Quebec, H3C 3H5
 Tel: (800) 267-7710
 Fax: (514) 283-7564

Price: \$40.00

Copyright Year: 1997

Copyright Holder: National Film Board of Canada



K'amkamdamaḡa Gaḡanaḡaḡa: Children's Songs DVD

Author(s): Nunwakola Cultural Society

General Description: The K'amkamdamaḡa Gaḡanaḡaḡa is a DVD of three children's songs that have been translated into Kwakwala. The movie images depict and coincide with the words in each song.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Presenting Information, Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√					

Supplier:

Nunwakola Cultural Society
 General Delivery
 Kingcome Inlet, BC
 V0N 2B0

Price: \$10.00

Copyright Year:

Copyright Holder: Nunwakola Cultural Society



Raising the Spirit: The Story of the Carihi Totem Pole

Author(s):

General Description:

This booklet and video chronicle the journey one high school took to raise a totem pole at the entrance of the school, working with local carvers and artists from the Campbell River Indian Band. A video was created that provides a visual testimony to the raising of a totem pole. The video features images of the totem as it is being carved, painted and raised in a special ceremony. The booklet provides information on the Kwakwaka'wakw people as well as the symbols one would expect to find on a totem pole and what they represent. 40 pages, B/W, 5.5 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$20.00

Copyright Year: 2001

Copyright Holder:

Aboriginals Education Department
 School District No.72, Campbell River



Raven Tales - Bald Eagle

Author(s):

General Description: All the kids who are walking along with Eagle one day ask him why he is bald. Eagle denies he is bald, and then tells them as long as they don't tell anyone else, he will tell them how he came to look like he does.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Raven Tales Production Corporation
 Suite 205, 601-17th Ave SW, Calgary, AB, T2S 0B3
 Tel: (250) 642-3815
 Email: dvdsales@raventalles.ca

Price: \$20.00

Copyright Year: Unknown

Copyright Holder: Raven Tales Production Corporation

**Raven Tales - The Child of Tears****Author(s):**

General Description: Igis and Qos are trying to have a child without success. Frog comes upon Igis crying in the forest, and she tells her of Dzunukwa, a powerful witch-creature who may be able to help her - for a price. Igis decides to call to Dzunukwa, who tells her that if Igis gathers her tears together and mixes them with earth, then Dzunukwa will make a child from it. The price, she says, is that if the child ever calls out to its maker in sadness then Dzunukwa will return to take not only the child, but also all of the other children in the village as well!

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Raven Tales Production Corporation
 Suite 205, 601-17th Ave SW, Calgary, AB, T2S 0B3
 Tel: (250) 642-3815
 Email: dvdsales@raventalles.ca

Price: \$20.00

Copyright Year: Unknown

Copyright Holder: Raven Tales Production Corporation



Raven Tales - Gone Fishing

Author(s):

General Description: The first people build Eagle a totem because Eagle brings more food, in the form of fish he catches. Raven, who becomes jealous and tries to help the people in other ways but ends up making a mess every time. Frog advises him to be more like himself, the trickster, than trying to be like Eagle. Raven is inspired, and decides he will show everyone by winning all the winter-smoked fish in the village for himself. Raven tells everyone in the village of a mystery bird that he has seen catching huge fish. Proud Eagle boasts he can catch the biggest fish, and thus Raven tricks him into entering a fishing contest. The day of the contest comes and the mystery bird appears. It is Raven in a silly transformation costume. He’s secretly bet on Eagle and intends to throw the contest and win all the fish. Raven leaps down and ends up hitting a rock, losing his costume and falling into the water. Eagle realizes that the mystery bird is Raven and saves him from drowning. The people see that they have been tricked, but realize that Raven had inadvertently taught the village that it is better to share all their goods. They erect a totem for Raven that is the same size as Eagle’s and have a feast in his honor.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Raven Tales Production Corporation
 Suite 205, 601-17th Ave SW, Calgary, AB, T2S 0B3
 Tel: (250) 642-3815
 Email: dvdsales@raventalles.ca

Price: \$20.00

Copyright Year: Unknown

Copyright Holder: Raven Tales Production Corporation

**Raven Tales - How Raven Stole the Sun****Author(s):**

General Description: In the time before the light and life came to the land, the world was dark and unformed. Raven, who lived during this time of creation, was bored and complained constantly to his brother Eagle. One day, Frog tells them about an old man who keeps the sky, the stars, the moon and the light of the world in a set of boxes in his hut by the river. Curious, Raven transforms himself into a spruce needle and is swallowed by the old man's daughter as she drinks from the river. Raven sleeps and grows inside the girl until he is born as a Raven-child. Using all his powers, he persuades the old man to open the boxes. At the moment he hands the last box to the Raven-child, Raven assumes his true form and escapes from the hut through the smoke hole, which blackens his feathers. As he ascends into the sky with the sun, the world around him is instantly transformed by the light, which awakens all the plants and animals.

Caution:**Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Understanding Culture and Society**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Raven Tales Production Corporation
 Suite 205, 601-17th Ave SW, Calgary, AB, T2S 0B3
 Tel: (250) 642-3815
 Email: dvdsales@raventaes.ca

Price: \$20.00**Copyright Year:** Unknown**Copyright Holder:** Raven Tales Production Corporation



Raven Tales - Love and War

Author(s):

General Description: Qos is in love with Igis, but she'll have nothing to do with him. Igis is simply too much in love with herself to love anybody else. Qos goes to Raven for advice, who tells him to trick her. Raven tells him to go out and follow Igis, and gather the snow from her footsteps to make a snowman, and dress it with her old clothing. Raven invokes a spell and turns the mess of snow and rags into Moowis, a brave, handsome warrior that is the mirror image of Igis. When Igis sees Moowis, she falls immediately in love. She tells everyone in the village that she plans to marry him. The wedding day comes and Igis stands ready to wed Moowis. He stands with her in the sun and melts into a pool of water. Igis looks down into the pool and sees only her own face. Raven points out then that she has always only loved herself, even when someone else has loved her. She asks who, and Qos comes forward. She realizes how much Qos has loved her all this time and agrees to marry him instead.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Raven Tales Production Corporation
 Suite 205, 601-17th Ave SW, Calgary, AB, T2S 0B3
 Tel: (250) 642-3815
 Email: dvdsales@raventaes.ca

Price: \$20.00

Copyright Year: Unknown

Copyright Holder: Raven Tales Production Corporation

**Raven Tales - Raven and the First People****Author(s):**

General Description: Raven and Eagle meet Frog, who tells them of a great clamshell with a wondrous surprise inside. Raven finds the clamshell on the beach and kicks at it, and he hears a cry. Prying open the shell he finds tiny men inside. He decides to take charge of the men, teaching them how to make fire, to hunt; he even tries to teach them how to fly. Frog returns and tells Eagle and Raven about another shell slightly different from the first. Raven goes to this second shell and this time introduces its inhabitants, the women, to the men - but it doesn't go as planned. Raven decides he's had enough and figures out a way to get rid of all of them by coaxing them back into the shell. He and Eagle soon forget about the clamshells and the strange creatures inside. A year passes and Raven and Eagle decide to re-visit the beach, where they find the clamshells now empty. They lower their heads in a memorial for the people they assume have died. They turn, walk over a hill, and run smack into a village of people with their children.

Caution:**Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Understanding Culture and Society**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Raven Tales Production Corporation
 Suite 205, 601-17th Ave SW, Calgary, AB, T2S 0B3
 Tel: (250) 642-3815
 Email: dvdsales@raventaes.ca

Price: \$20.00**Copyright Year:** Unknown**Copyright Holder:** Raven Tales Production Corporation



Raven Tales - The Sea Wolf

Author(s):

General Description: Gwai is having a hard time keeping up with the others when it comes to catching fish. Frog tells him about the greatest hunter of all, the Wasgo (Sea Wolf). Gwai calls out to the waves in vain, but later the Sea Wolf visits him when he is carving alone in the forest. The Wasgo offers to help, but only if Gwai agrees to give him proper credit, in the form of a totem. Gwai agrees, and soon the Sea Wolf helps him to bring back a huge net filled with fish.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Raven Tales Production Corporation
 Suite 205, 601-17th Ave SW, Calgary, AB, T2S 0B3
 Tel: (250) 642-3815
 Email: dvdsales@raventalles.ca

Price: \$20.00

Copyright Year: Unknown

Copyright Holder: Raven Tales Production Corporation



Reciprocal Research Network

Author(s): Co-developed by the U'mista Cultural Society, the Musqueam First Nation, the Stó:lō Nation, the Stó:lō Tribal Council, and the University of British Columbia Museum of Anthropology.

General Description: This website is a collaboration of different museums in Canada and the United States. It is designed to let First Nations have access to their artifacts by looking at high quality images online.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer: Finding Information,
Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						✓	✓	✓	✓	✓

Supplier: <http://www.rrnpilot.org/login>

Price:

Copyright Year: 2010

Copyright Holder:



Reversing Language Shift: Can Kwakwala Be Revived?

Author(s):

Stan J. Anonby. Published as Chapter 4 (pp.33-52) of *Revitalizing Indigenous Languages*, edited by Jon Reyhner, Gina Cantoni, Robert N. St. Clair, and Evangeline Parsons Yazzie. Flagstaff, AZ: Northern Arizona University.

General Description:

This paper describes the status of the Kwakwala language on Vancouver Island. Then different methods and procedures used in various language revitalization efforts throughout the world are reviewed and essential elements for successful language efforts are extracted to develop a proposal for the revival of Kwakwala for the community and schools. It concludes with a discussion of the results when portions of this proposal were actually implemented at Alert Bay.

Caution:

Audience:

Category: Professional Reference

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier: http://jan.ucc.nau.edu/~jar/RIL_4.html

Copyright Year: 1999

Copyright Holder: Northern Arizona University.

**Rising from the Ashes****Artist(s):** Singers of the 'Namgis**General Description:** Songs from the 'Namgis nation.**Caution:****Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Understanding Culture and Society**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre

P.O. Box 253, Alert Bay, BC, V0N 1A0

Tel: (250) 974-5043

Price: Unknown**Copyright Year:** Unknown**Copyright Holder:** U'mista Cultural Society



River Talk: k^wa^kw^ala Learning CD

Author(s): Mikael Willie

General Description: This is a single CD consisting of k^wa^kw^ala words and phrases that were used while travelling on the Kingcome River.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Mikael Willie
 G^wa[?]səla- N^ak^waxda[?]χ^w School
 Port Hardy, BC, V0N 1A0
 Tel: (250) 949-7743

Price: \$10.00

ISBN / Order No:

Copyright Year: 2007

Copyright Holder:

**Role Model Booklets (English)****Author(s):****General Description:**

This series of booklets is meant to provide insight and understanding of the lives of First Nations people. These biographical stories of First Nations Education Department staff members share accounts of great courage, humour, good times and bad times, and above all, the triumph of the human spirit. Role models include: Brenda Assu, Dene LaFleur, Diana Matilpi, Edwina Henderson, Eva Dingwall, Julie Hanuse, Nora Underwood and Sheryl Thompson. 8 in set, B/W, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$46.00 for the set of 8

Copyright Year: 2002

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Secret of the Dance

Author(s): Andrea Spalding and Alfred Scow

General Description: Memoirs of a traditional potlatch dance and ceremony.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

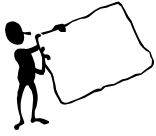
Orca Book Publishers
 Box 5626, Station B, Victoria, BC, V8R 6S4
 Tel: (800) 210-5277
 Fax: (877) 408-1551
 Email: orca@orcabook.com
<http://www.orcabook.com>

Price: \$19.95

ISBN / Order No: 9781551433967

Copyright Year: 2006

Copyright Holder(s): Alfred Scow and Andrea Spalding

**Shapes Poster** (Liq'ala / Kwak'ala)**Author(s):****General Description:**

This colourful poster features 8 different shapes along with their names in the Liq'ala / Kwak'ala language. 1 page, colour, 11 x 17.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$3.00

Copyright Year: 1997

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Singing Our Stories

Author(s): Directed by Annie Frazier Henry. Produced by Annie Frazier Henry, George Johnson, and Graydon McCrea

General Description: *Singing our Stories* profiles some of the First Ladies of North American Indigenous music. The film celebrates a rich musical heritage in a journey that takes viewers from the Smokey Mountains of North Carolina to Vancouver Island, from the plains of Alberta to the mesas of New Mexico. 48 min. 52 sec.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

National Film Board of Canada
 Sales and Customer Service, D-10
 PO Box 6100, Station Centre-Ville
 Montreal, Quebec, H3C 3H5
 Tel: (800) 267-7710
 Fax: (514) 283-7564

Price: \$40.95

Copyright Year: 1998

Copyright Holder: National Film Board of Canada

**Stone, Bone, Antler, & Shell: Artifacts of the Northwest Coast**

Author(s): Hilary Stewart, with an introduction by Ki-Ke-In (Ron Hamilton)

General Description: This book is for anyone who has looked at artifacts from the Northwest Coast in a museum and wondered: "How were these made? What was their function? How were they used?" Hilary Stewart lifts artifacts out of their isolation in a glass case and puts them into the context of the life of early native people on the coast.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Douglas & McIntyre
Suite 201, 2323 Quebec Street
Vancouver, BC, V5T 4S7
Tel: (604) 254-7191 / 1-800-667-6902
Fax: (604) 254-9099
dm@dmpibooks.com

Price: \$35.00

ISBN / Order No: 1550544756, 9781550544756

Copyright Year: 1996

Copyright Holder:

taGaʔtɪla: Making An Eulachon Trap

Author(s): Nunwakola Cultural Society

General Description: This DVD shows how to make a traditional eulachon trap using herring and gillnet web. This trap is funnel shaped and functions by anchoring it in the river and letting the eulachon drift in.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Nunwakola Cultural Society
General Delivery
Kingcome Inlet, BC, V0N 2B0

Price: \$20.00

ISBN / Order No:

Copyright Year: 2007

Copyright Holder: Nunwakola Cultural Society



The Green Book of Language Revitalization in Practice

Author(s): Edited by Leanne Hinton and Kenneth Hale

General Description: This is a collection of accounts by people from many different Indigenous cultures of their efforts to save and revitalize their native languages.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society:
Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Academic Press
3251 Riverport Lane,
Maryland Heights, MO, 63043
USA
Tel: 1-800-545-2522
i.internet@elsevier.com

Price: \$65.95

ISBN / Order No: 9780123493544

Copyright Year: 2001

Copyright Holder: Academic Press, San Diego



Liq'wala

Author(s): Compiled by Chris Harvey

General Description:

A brief description of the Liq'wala language and its writing system. Includes a chart of community names.

Caution:

Audience:

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
								√	√	√

Supplier: <http://www.languagegeek.com/wakashan/liqwala.html>

Copyright Year: 2006

Copyright Holder:

**The Living World: Plants and Animals of the Kwakwaka'wakw**

Author(s): U'mista Cultural Society, Juanita Pasco and Dr. Brian Compton.

General Description: Beginning in early 1995, the U'mista Cultural Society initiated a program of research to document information on the plants and animals known to and used by the Kwakwaka'wakw. Based upon the results of the research program, Dr. Brian Compton and representatives of the U'mista Cultural Centre collaborated to prepare an exhibit on Kwakwaka'wakw ethnobiology for display at the U'mista Cultural Centre and to write this ethnobiological manual. The pages of this manual present 101 species of plants and animals of cultural significance to the Kwakwaka'wakw. It is intended for use by Kwakwaka'wakw individuals pursuing cultural and linguistic studies, as well as by others who are interested in the relationships between the Kwakwaka'wakw and their natural environment. 11¼" x 9", hardcover, 96 pages, 108 colour photos.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: Unknown

Copyright Year: Unknown

Copyright Holder: U'mista Cultural Society



The Path of Our Ancestors

Author(s): Hiłmas - William Wasden, Jr.

General Description: The Path of Our Ancestors is the story of the first present-day hike across an ancient trail used by the Kwakwaka'wakw people and their trading partners from the West Coast of Vancouver Island in the territories of the Nuučaanuł people. Traditionally, people from the 'Nāmgis First Nation traded the highly coveted eulachon oil for such items as sea otter pelts. This is why the trail is called the Grease Trail or T'łi'na T'axsola in our Kwakwala language. The trail starts on the east side of northern Vancouver Island in the territory of the 'Nāmgis people. Included in this story are the stories of the period shortly after the great flood when the water receded and enabled U'małame' to begin exploring his territory again. These magical myths have enticed four brothers to retrace the path of their ancestors and reopen the Grease Trail for limited guided hikes. In Kwakwala, English, and French.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society: Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√					

Supplier:

Trafford Publishing
 1663 Liberty Dr.
 Bloomington, Indiana, 47403
 Tel: 1-888-232-4444

Price: \$13.00

Copyright Year: 2006

Copyright Holder: Hiłmas - William Wasden, Jr.

**The Religion of the Kwakiutl Indians****Author(s):** Franz Boas**General Description:** Part 1 includes texts in Kwakwala, and Part 2 includes English translations.**Caution:****Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Finding Information, Understanding Culture and Society:
Socializing and Celebrating**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
						√	√	√	√	√

Supplier:

Coyote Press

P.O. Box 3377

Salinas, CA 93912

Tel: (831) 422-4912

Fax: (831) 422-4913

<http://www.coyotepress.com>**Price:** \$28.75 each for Kwakwala and English versions (facsimile reprints)**ISBN / Order No:****Copyright Year:** 1930**Copyright Holder:**



**The Social Organization and Secret Societies of the Kwakiutl Indians
Report of the National Museum, 1895**

Author(s): Franz Boas

General Description: This book outlines and discusses the social organization and significance of various dances and secret societies within the k^wak^wəkə^wak^w culture. The facts in this book are based on George Hunt's personal observations witnessed during the late 1800's.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society:
Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
									√	√

Supplier:

Internet archive: http://www.archive.org/details/cihm_14300

Price: Free download (39MB), filmed from a copy of the original publication held by the Douglas Library, Queen's University.

ISBN / Order No:

Copyright Year: 1895

Copyright Holder:

**The Tribes****Author(s):**

General Description: We are the Kwakwaka'wakw, people who speak Kwakwala, but who live in different places and have different names for our separate groups. In this exhibit, available online at <http://www.umista.ca/kwakwakawakw/tribes.php>, the legends of the Kwakwaka'wakw are presented along with photographs of the original villages, where these are available.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society, Finding Information, Communicating: Presenting Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
P.O. Box 253, Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price: free online resource

Copyright Year: 2009

Copyright Holder: U'mista Cultural Society



**Thirty-Fifth Annual Report of the Bureau of American Ethnology:
1913-1914, Part 1**

Author(s): Franz Boas

General Description: This bound report contains an accompanying paper, entitled “Ethnology of the Kwakiutl,” edited by Dr. Franz Boas of Columbia University. The material for this paper was collected and recorded by Mr. George Hunt of Fort Rupert, BC. This paper relays methods of harvesting, preserving and cooking traditional foods in great detail.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Finding Information, Understanding Culture and Society:
Socializing and Celebrating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
						√	√	√	√	√

Supplier:

This book is out of print, but used copies are available for sale at <http://www.abebooks.com>.

Price: \$70.00 to \$180.00

ISBN / Order No:

Copyright Year: 1921

Copyright Holder: Government Printing Office, Washington, DC

**Total Physical Response and Kwakwala**

Author(s): Article by Dustin Rivers. Videos by Mariah Wadhams and Pewi Alfred.

General Description: Liberated Yet? is a weblog by Indigenous activist, artist, and writer Dustin Rivers. It is a medium of contemporary Indigenous dialogue about issues connected to Indigenous peoples. This article introduces the Total Physical Response (TPR) method of language learning and teaching, and highlights two videos featuring Mariah Wadhams and Pewi Alfred using TPR in Kwakwala.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer: Communicating: Exchanging Information

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Supplier: <http://www.liberatedyet.com/index.php/culture/language/language-revival/total-physical-response-and-kwakwala>

Price: free online resource

Copyright Year: 2009

Copyright Holder: Videos: Mariah Wadhams and Pewi Alfred



TPR Level One: A Beginner’s Language Program Using the Total Physical Response Approach – Teacher’s Guide

Author(s): Chief Atahm School - Janice Michel-Billy, Stacey Michel and Kathryn Michel

General Description: Units 1-9 introduce language instruction through the use of action and movement. Each unit includes vocabulary samples, flashcards and other blackline masters, as well as unit tests. Resources and lessons can be adapted to appropriate grade levels.

Caution:

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
	√	√	√	√	√	√	√	√	√	√

Supplier:

Chief Atahm School
 6371 Chief Jules Drive, PO Box 1068
 Chase BC, V0E 1M0
 Tel: (250) 679-8837
 Fax: (250) 679-8862
 Email: caschool@alib.ca
www.chiefatahm.com

Price: \$45.00

ISBN / Order No:

Copyright Year: 2004

Copyright Holder: Chief Atahm School



TPR Level One: k^wa^kw^ala Development

Author(s): Mikael Willie

General Description: A Total Physical Response teacher’s manual adapted from the Chief Atahm School manual and translated into k^wa^kw^ala. This book presents a gradual way of teaching students k^wa^kw^ala by focusing on verbs and how they function with nouns.

Caution:

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
	√	√	√	√	√	√	√	√	√	√

Supplier:

G^wa[?]səla- N^ak^waxda[?]χ^w School
 182 Tsulquate Reserve
 Port Hardy, BC, V0N 2P0

Price:

Copyright Year:

Copyright Holder:



TPR Level Two: A Language Program Using the Total Physical Response Approach to Language Teaching

Author(s): Chief Atahm School - Janice Michel-Billy, Anne S. Michel, Kathryn Michel, Tammy LeBourdais and Stacey Michel

General Description: Units 1-8 present continuing language instruction through the use of action and movement. Each unit includes vocabulary samples, flashcards and other blackline masters. Resources and lessons can be adapted to appropriate grade levels.

Caution:

Audience: General

Category: Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
	√	√	√	√	√	√	√	√	√	√

Supplier:

Chief Atahm School
 6371 Chief Jules Drive, PO Box 1068
 Chase BC, V0E 1M0
 Tel: (250) 679-8837
 Fax: (250) 679-8862
 Email: caschool@alib.ca
www.chiefatahm.com

Price: \$50.00

ISBN / Order No:

Copyright Year: 2006

Copyright Holder: Chief Atahm School



T'hina: The Rendering of Wealth

Author(s): Directed by Barb Cranmer. Produced by Cari Green, Barb Cranmer, and Selwyn Jacob (National Film Board of Canada).

General Description: In *T'hina: The Rendering of Wealth*, 'Namgis filmmaker Barb Cranmer presents a visually compelling and moving documentary about the power of community and the strength of tradition. Cranmer travels with her family and others from the Kwakwaka'wakw Nation on their annual journey to the sacred place known as Dzawadi. Filmed over a three week period, *T'hina* captures a rarely seen way of life as families join together to continue ancestral traditions increasingly threatened by logging and diminishing eulachon stocks. Told entirely through the words of the Kwakwaka'wakw people, this film gives voice to the history and culture of this dynamic coastal First Nation. 50 minutes 20 seconds.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

National Film Board of Canada
 Sales and Customer Service, D-10
 PO Box 6100, Station Centre-Ville
 Montreal, Quebec, H3C 3H5
 Tel: (800) 267-7710
 Fax: (514) 283-7564

Price: \$40.00

Copyright Year: 1999

Copyright Holder: National Film Board of Canada



**U'mista Cultural Centre –
Kwakwaka'wakw Village Photo Exhibit and Origin Stories**

Author(s): U'mista Cultural Centre

General Description: Kwakwaka'wakw Origin Stories are presented along with early photographs of Kwakwaka'wakw villages and other villages along the coast. This is an exhibit at the U'mista Cultural Centre; teachers may also request copies of the Origin Stories.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
				√	√	√	√	√	√	√

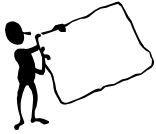
Supplier:

U'mista Cultural Centre
P.O. Box 253,
Alert Bay, BC, V0N 1A0
Tel: (250) 974-5043

Price:

Copyright Year:

Copyright Holder: U'mista Cultural Society

**Verb Posters** (Liq^wala / K^wak^wala)**Author(s):****General Description:**

This set of four Verb Posters in the Liq^wala / K^wak^wala language presents common verbs: Sport Verbs, Fun Verbs, Verbs Around The House, and School Verbs. 4 pages, colour, 11 x 17.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$12.00 for set of 4, or \$3.00 each

Copyright Year: 1997

Copyright Holder:

Aboriginal Education Department
 School District No.72, Campbell River



Village Island – Origin, Stories, Family Histories

Author(s): Alvin Alfred, Ethel Alfred, Roy Cranmer, Arthur Dick Jr., Vera Newman. Recorded by Salmonista.

General Description: Origin stories of the people living at Village Island. Kwakwala spoken in some parts.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Presenting Information, Finding Information, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

U'mista Cultural Centre
 P.O. Box 253,
 Alert Bay, BC, V0N 1A0
 Tel: (250) 974-5043

Price: Currently only available for borrowing from the U'mista Cultural Centre library.

Copyright Year: 1987

Copyright Holder:



Wəlkʷ - Tree of Life (Liqʷala / Kʷakʷala and English)

Author(s): Written and illustrated by Pam Holloway.

General Description:

This story depicts a First Nations couple who have discovered the varied cultural and practical uses of the cedar tree. The book is illustrated with a variety of drawings and photographs. A glossary of the Liqʷala / Kʷakʷala words and their meanings accompanies this booklet. Includes CD.
11 pages, colour, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Understanding Culture and Society, Communicating,
Science: Ecology, Social Studies: Environment

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
		√	√	√	√	√	√	√	√	√

Supplier:

Aboriginal Education Department
School District No.72, Campbell River
425 Pinecrest Road
Campbell River, B.C, V9W 3P2
Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$23.00

Copyright Year: 2002

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School District No.72, Campbell River



Whale Tales – Series 1 (English)

Author(s):

General Description:

This set of Levelled Readers includes the following titles: Colours – Level 1, Count With Me – Level 2 I See – Level 2, This is a Salmon – Level 2, The Bighouse – Level 3, Things To Do – Level 4, Button Blankets – Level 5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating, Understanding Culture and Society

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√								

Supplier:

Aboriginal Education Department
 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C, V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: Individual titles: \$7.00 each. Sets of 6 or more titles: \$6.50 each.

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 School District No.72, Campbell River

**Whale Tales – Series 2 (English)****Author(s):****General Description:**

This set of Levelled Readers includes the following titles: Amy’s Family, I Eat, Masks, The Canoe, The Dancer, The Soccer Player, We Like To Play.

Caution:**Audience:** General**Category:** Student and Teacher Resource**Curriculum Organizer(s):** Communicating, Understanding Culture and Society**Grade Level:**

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√								

Supplier:

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 425 Pinecrest Road
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Price: Individual titles: \$7.00 each. Sets of 6 or more titles: \$6.50 each.**Copyright Year:** 2006**Copyright Holder:**

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 School District No.72, Campbell River



Wi Di Qume? - Where Is Thumbkins? (Liq'ala / Kwak'ala)

Author(s): Photographs by Pam Holloway.

General Description:

This song booklet in Liq'ala / Kwak'ala is based on the children's song, Where Is Thumbkins?, used for naming the fingers. Includes CD. 8 pages, colour, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√									

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Price: \$17.50

Copyright Year: 1998

Copyright Holder:

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Willie Family Song Project

Author(s): Nunwakola Cultural Society

General Description: Various traditional songs used in the bighouse, performed by a local knowledgeable singer.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating: Presenting Information, Understanding Culture and Society: Interpreting Creative Works

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
			√	√	√	√	√	√	√	√

Supplier:

Nunwakola Cultural Society
 General Delivery
 Kingcome Inlet, BC, V0N 2B0

Price:

Copyright Year:

Copyright Holder:



Wix Səm Ga Da? (Liq^ʷala / K^ʷak^ʷala)

Author(s):

General Description:

This booklet features 8 different shapes along with their names in the Liq^ʷala / K^ʷak^ʷala language. Includes CD. 8 pages, colour, 7 x 8.5.

Caution:

Audience: General

Category: Student and Teacher Resource

Curriculum Organizer(s): Communicating

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	12
√	√	√								

Supplier:

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 School District No.72, Campbell River
 425 Pinecrest Road
 Campbell River, B.C., V9W 3P2
 Telephone: (250) 923-4902 Fax: (250) 923-4903

Price: \$17.50

Copyright Year: 1997

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APPENDIX C

Assessment and Evaluation

INTRODUCTION

After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular Kwakwala language program. Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and for assessment and evaluation strategies.

These samples show how teachers might structure a unit. These topics and activities are ideas only. Teachers can adapt them according to their teaching situation.

COMMUNICATIVE ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, what they are able to do, and what they are working toward. Communicative assessment tools include practice assignments, quizzes, samples of student work, pencil-and-paper tests, projects, and oral and written reports. Assessment methods include observation, student self- and peer assessments, holistic rating scales, performance reviews, and portfolio assessments.

Teachers evaluate student performance from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with specific criteria they establish, to make judgements about student performance in relation to prescribed learning outcomes.

Students benefit most when teachers provide evaluation on a regular, ongoing basis. **When teachers and students see evaluation as an opportunity to promote learning rather than as a final judgement, it shows learners their strengths and suggests how they can develop further.** Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. Evaluation is referenced to criteria based on learning outcomes described under the curriculum organizers for the target language. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to a curriculum requires that criteria be established based on the learning outcomes listed under the curriculum organizers for Kwakwala 5 to 12.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or product that describe in specific terms what is involved in meeting the learning outcomes. Teachers can use criteria to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or developing performance rubrics (reference sets) are three ways teachers can evaluate student performance using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, teachers should provide a description of the performance sample.

Criterion-referenced evaluation may be based on these steps:

- | | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------|
| Step 1 | Identify the expected learning outcomes (as stated in this Integrated Resource Package). |
| Step 2 | Identify the key learning objectives for instruction and learning. |
| Step 3 | Establish and set criteria. Involve students, when appropriate, in establishing criteria. |
| Step 4 | Plan learning activities that will help students gain the knowledge or skills outlined in the criteria. |
| Step 5 | Prior to the learning activity, inform students of the criteria against which their work will be evaluated. |
| Step 6 | Provide examples of the desired levels of performance. |
| Step 7 | Implement the learning activities. |
| Step 8 | Use assessment methods appropriate to the particular assignment and student. |
| Step 9 | Review the assessment data and evaluate each student's level of performance or quality of work in relation to the criteria. |
| Step 10 | Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met. |
| Step 11 | Report the results of the evaluation to students and parents. |

PORTFOLIOS

A portfolio is a purposeful collection of a student's work that shows the student's effort, progress, and achievement over time. Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of student progress. Before using a portfolio approach to evaluation, the teacher should consider the following questions:

- What are the applied tasks for which the portfolio will serve as a record?
- What should be included in the portfolio?
- In what ways should students be involved in the process?

The teacher and student can use a planning sheet to determine and clarify the purpose, design, and construction of a student portfolio.



APPENDIX C

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context, suggested instructional tasks and strategies, the tools and methods used to gather assessment information, and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

1. Identification of the Prescribed Learning Outcomes
2. Overview
3. Planning for Assessment and Evaluation
4. Defining the Criteria
5. Assessing and Evaluating Student Performance

1. Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes on which the sample is based.

2. Overview

This is a summary of the key features of the sample.

3. Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- opportunities that students were given to practice learning
- feedback and support that was offered to students by the teacher
- ways in which the teacher prepared students for the assessment

4. Defining the Criteria

This part illustrates the specific criteria (based on the prescribed learning outcomes) and the assessment task.

5. Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support the teacher offered students
- the tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Kwakwala 5 to 12.

- Grade 5: *Tracing Family Origins*
Page C-10
- Grade 6: *A Celebration*
Page C-15
- Grade 7: *Clothing Album*
Page C-23
- Grade 8: *Leisure Time*
Page C-28
- Grade 9: *Keeping in Touch*
Page C-36
- Grade 10: *Friendship*
Page C-45
- Grade 11: *Contemporary Issues*
Page C-52
- Grade 12: *A Traditional Story*
Page C-59
- Introductory 11: *Memories*
Page C-72

Grade 5

Topic: *Tracing Family Origins*

- posters describing the places of origin of students’ family members
- oral presentations of the posters
- learning log responses

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- use and respond to simple memorized questions and commands.
- identify and pronounce high frequency and meaningful words (e.g., common objects, actions, places, and names and/or roles of people).

Communicating: Presenting Information

It is expected that students will:

- introduce themselves and others, using appropriate family relationship terms
- share personal information orally with brief and simple messages.

Finding Information

It is expected that students will:

- express acquired information in simple oral and visual forms.

Understanding Culture and Society:

Socializing and Celebrating

It is expected that students will:

- identify elements of their own and their classmates’ cultural backgrounds.

The teacher also added relevant learning outcomes from social studies (multiculturalism) and fine arts (illustrations, poster design).

2. OVERVIEW

The teacher developed a 10- to 12-lesson unit in which students explored their family origins. The unit provided opportunities for integration with fine arts (illustration and poster design) and social studies (multiculturalism). Evaluation was based on:

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher presented several activities during this unit. The goals for the day were discussed at the beginning of each class. Students assessed their achievements using daily logs. (See the “Generic Assessment Tools” section of this Appendix.) The teacher focused observations on the lesson goals and frequently reviewed students’ logs.
- Students identified and listed the places of origin of their families, and the languages spoken there. The teacher recorded this information on charts and added relevant words to the class word bank. Students then practiced giving their names and their families’ origins in Kwakwala - e.g.:

He'man dʔigami _____.

(My name is _____.)

'Wi'la'mano'x gayu't lax _____.

(We all come from _____.)

- The teacher presented an Information Sheet that consisted of this pre-framed outline:

He'man dʔigami _____.

(My name is _____.)

Gayutʔan lax _____.

(I come from _____.)

Ma'yudʔaman lax _____.

(I was born in _____.)

He'man yakandasida _____.

(I speak _____.)

Gayutʔsola laxa _____.

(We come out from [crest].)

The class practiced using the structures by completing a sample Information Sheet. Then they brainstormed a list of useful words and expressions and practiced interviewing partners to find out information about them. Their interview questions were often single-word cues such as:

- *dʔigam* (name)

- *yaḱandas* (language)

Some students memorized and asked slightly more complex questions, such as: *Las gans?anxela?* (How old are you?) They took turns introducing their partners to the class, using this structure:

Ge'man namukw / egas gada.

(This is my friend.)

He'am dḱigamsux ka'e _____.

(His / her name is _____.)

Luxw _____ anxela.

(He/she is _____ years old.)

Gayutḱux lax _____.

(He/she is from _____.)

Ma'yudḱa'muxw lax _____.

(He / she was born in _____.)

Kwaḱwaluxw.

(He/she speaks Kwaḱwala.)

- Students wrote their places of origin on a blank map. They played games to practice and reinforce vocabulary.
- The class created a word bank of languages, with headings in Kwaḱwala. They collected information from people they knew, as well as dictionaries, library resources, and web sites.

Language	Place	Greeting
Secwepemctsin	Canada / BC / Kamloops	Weyt-k
St'at'imcets	Canada / BC / Lillooet	K'alhwa7acw
Swahili	Kenya	Jambo

The teacher pointed out interesting facts about the languages and their writing systems – e.g., that the “cw” in Secwepemctsin represents the same sound as the “xw” in Kwaḱwala.

- Students brainstormed five Kwaḱwala phrases or words they would like to learn in other languages - e.g.,
Ix'amxu'dḱas. (You are looking well.)
'Wiksas? (How are you?)
Gilakas'la. (Thank you.)

They collaborated to find the words in as many languages as possible, and used the words to create word splashes (posters showing the same expression in a variety of languages) for a classroom display.

- Students each interviewed three family members to find out more about their families' places of origin. Before starting, the teacher explained that the interviews would be the basis for their posters and encouraged students to involve extended family in order to collect a wide range of information. Students used the following pre-framed outline:

Ge'man _____ gada.

(This is my _____.)

Luxw _____ anxela.

(He/she is _____ years old.)

Gayutḱux lax _____.

(He/she is from _____.)

Ma'yudḱa'muxw lax _____.

(He / she was born in _____.)

Gayutḱsola laxa _____.

(We come out from [crest].)

- Students used the class word bank to represent the information from their interviews in Kwaḱwala. They practiced presenting this information and elicited peer feedback from partners and small groups.
- Using the results of their family interviews, each student designed three posters (one for each family member). Each poster included:
 - a written description of relationship, name, age, community, region, or country of origin, and language(s) spoken
 - a photograph or drawing of the family member
 - illustrations of some of the symbols of the communities, regions, or countries of origin

Students whose families originated in the Kwakwaka'wakw regions listed each family member's specific community of origin. Students whose families came to British Columbia relatively recently listed the region or country each family member came from.

- In Kwakwala, students presented their posters to the class. After each presentation, the teacher asked questions to encourage the class to listen for key information - e.g.,
Masi yaḱandasas gayulasas _____.
(What language does _____'s family speak?)
- Students used the following learning log headings to reflect on what they had learned:
 - Things I Learned About Members of My Family
 - Things I Learned About My Classmates
 - Things I Noticed About Different Languages
 - Something That Surprised Me
 - Things I'd Like to Know More About

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed the following key criteria. The teacher ensured that students knew that their learning log responses would be evaluated for evidence of their awareness of and knowledge about cultural backgrounds.

Poster

To what extent does the student:

- include all required information (relationship, name, age, community, region, or country of origin, language, and at least one symbol)
- present relevant information clearly (poster is easy to follow and understand)
- use appropriate symbols for the communities, regions, or countries identified
 (The illustrations and graphic design were assessed as part of fine arts.)

Oral Presentation

To what extent does the student:

- correctly use the structures and frames provided
- approximate Kwakwala pronunciation (most words can be understood with some effort)
- use mime, gesture, and props to help convey meaning and sustain communication
- attempt to self-correct
- listen attentively to other students

Learning Log

To what extent does the student:

- show an awareness of and interest in his or her own cultural background and those of classmates
- attempt to include Kwakwala vocabulary and phrases learned in class

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to determine the extent to which students were able to demonstrate the learning outcomes identified at the beginning of the unit. Different rating scales were used for students' posters, oral presentations, and final learning log entries. The class discussed the rating scales before students began their assignments, and all students were given copies of the scales. The same rating scales were adapted for other performance tasks throughout the year. For example, the rating scale for the oral presentation was used frequently for other oral assignments.

Poster

Note: The illustrations and graphic design were assessed as part of fine arts.

Rating	Criteria
Outstanding 4	Extends the requirements of the assignment to demonstrate additional learning. Complete information about all three family members is provided in Kwaḱwala. The information goes beyond the specific frames and information outlined by the teacher. Symbols are appropriate to the cultures identified.
Good 3	Complete and accurate; uses the structures and vocabulary provided to present the required information about all three family members. Symbols are appropriate to the cultures identified.
Satisfactory 2	Includes most of the required information about each family member. May omit some information or make errors (e.g., an inappropriate translation). Symbols may be somewhat general or difficult to understand.
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Learning Log

Note: Students knew in advance that their learning logs would be evaluated for evidence of awareness and knowledge about cultural backgrounds. The teacher wrote a brief comment to each student and included a summary judgement.

Rating	Criteria
Detailed	Response is detailed and shows evidence of some reflection. Moving toward thorough understanding.
Aware	Shows awareness and interest. Tends to focus on obvious aspects and may not include much detail.
Partial	Responses are relevant but tend to be brief and often vague. Typically not elaborated; little detail.

Oral Presentation

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Outstanding 4	Presents the information on the poster, typically reciting carefully rehearsed expressions and structures. Clearly makes an attempt to speak Kwaḱwala, and the result is comprehensible without much effort on the part of the listener. Pauses tend to be at the end of phrases or sentences. Shows awareness of his or her speech and attempts to self-correct (often by restarting a sentence or phrase).
Good 3	Reads or recites the information on the poster, possibly including an introductory or concluding phrase - e.g., <i>Ge'man gayulas gada</i> . (<i>This is where I come from.</i>) Most parts are easily understood, given the context. Pauses frequently and may restart in the case of a serious pronunciation error. May ask for confirmation after a particularly challenging word or phrase.
Satisfactory 2	Reads or recites the information on the poster and attempts to provide accurate Kwaḱwala pronunciation of patterns that have been practiced in class. The result tends to mix Kwaḱwala and English pronunciations but is comprehensible with some effort on the part of the listener. (The teacher may understand easily; students may have a great deal of difficulty.) Pauses frequently and tends to focus on individual words.
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Grade 6

Topic: *A Celebration*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- use and respond to simple commands and requests.
- ask simple questions and respond affirmatively and negatively.

Communicating: Presenting Information

It is expected that students will:

- produce phrases and simple sentences using learned vocabulary.
- share information about themselves, their families and community.

Finding Information

It is expected that students will:

- recognize appropriate protocol for collecting information from cultural resource people.
- collect and categorize information from Kwakwaka-speaking resource people and age-appropriate Kwakwaka resources in response to a question.
- express acquired information in oral and visual forms (e.g., graphs, charts, or lists).

Understanding Culture and Society:

Interpreting Creative Works

It is expected that students will:

- view and listen to creative works from Kwakwaka'wakw culture, with visual and contextual support.
- respond to creative works orally and visually.

Understanding Culture and Society:

Socializing and Celebrating

It is expected that students will:

- use greetings and expressions of politeness.
- recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members.
- identify selected characteristics of Kwakwaka'wakw culture.

2. OVERVIEW

This unit introduced students to a traditional Kwakwaka'wakw celebration. The activities took place over a three-week period. Evaluation of the prescribed learning outcomes was based on:

- participation during class activities (including group and partner work)
- oral communication during classroom activities and project work
- accessing information from a community resource person or an authentic document
- creation of an invitation
- a comparison chart
- one or more of a menu, recipe poster, decoration (craft), and CD or cassette of recorded music

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class a number of photographs of various kinds of celebrations. The students tried to guess what event was being celebrated.
- The class then investigated various occasions celebrated in Kwakwaka'wakw culture. They began by looking at several English and Kwakwaka resources with information and pictures of various Kwakwaka'wakw celebrations. The teacher also showed a video about a Kwakwaka'wakw celebration.
- After viewing the video, the class discussed similarities and differences in how people celebrate special occasions in Kwakwaka'wakw culture and other cultures. Using Kwakwaka words and expressions when possible, students answered questions, such as:
 - *What are some occasions you and your family celebrate?*
 - *What occasions are celebrated in both Kwakwaka'wakw and immigrant cultures?*

- *Where do these celebrations usually take place?*
- *Are special clothes worn? What kind?*
- *Are special foods served? What kind?*
- *What other traditions are part of these celebrations?*

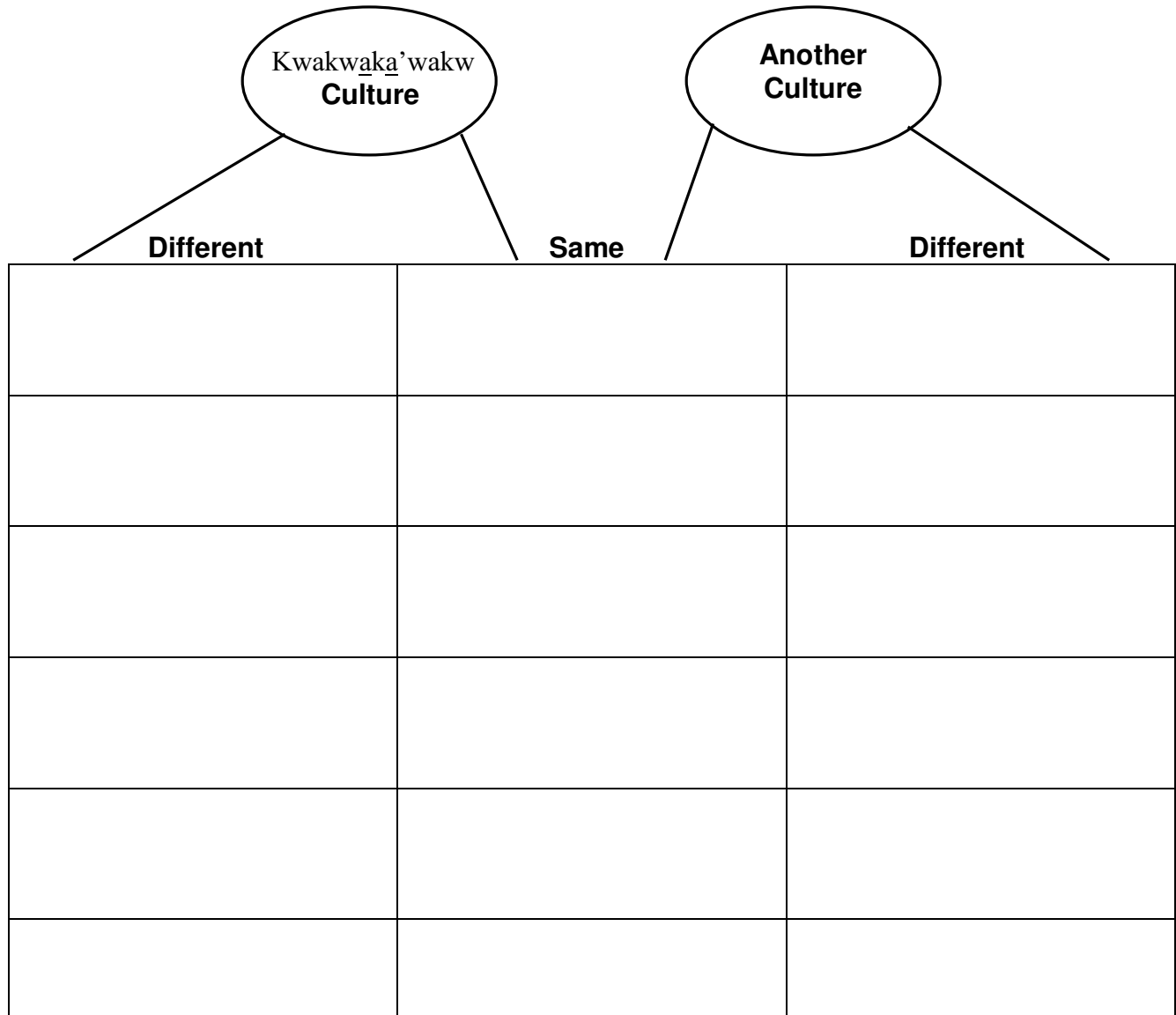
The teacher recorded useful vocabulary and structures on the board.

- After the discussion, each student chose one celebration from Kwakwaka'wakw culture and one from another culture and completed a comparison chart. Students used print resources and the internet, and asked community resource people for ideas. They

were to use Kwakwala words and phrases as much as possible on their charts.

- Students were invited to present their findings to the class. The teacher asked students to listen carefully to the presentations, because they were going to select one of the Kwakwaka'wakw occasions and celebrate it in class. When the presentations were complete, the class held a vote to choose their favourite celebration.

Celebration Comparison Chart (Sample)



- The class discussed what they would do to prepare for the celebration, collating their ideas on flipchart paper to display in the classroom. They decided who they would invite, including Kwakwaka'wakw community members, where and when they would hold their celebration, and that they would have traditional food, make decorations or crafts, compile appropriate Kwakwala music, and have Kwakwaka'wakw activities or entertainment.
- In pairs or small groups, students consulted community resource people and used available resources to find out more about the celebration. They researched appropriate food and beverages, music, decorations, and activities or entertainment.
- As a class, they summarized their findings on the flipchart paper, and then decided what each person would do or bring.
- The class discussed traditional Kwakwaka'wakw protocol for inviting people to a celebration. Students formed small groups, and group members took turns circulating to other groups to practice appropriate language and protocol for inviting neighbours to their celebration, and responding politely to the invitations.
- The teacher provided students with a model of a print invitation to a celebration, pointing out the formal form of address and important information such as description, date, time, location, if guests should bring anything, and how guests should respond. Students then created invitations to their celebration. The invitations were hand drawn or computer generated. If students hand-delivered their invitations to relatives or community members, they were encouraged to invite them orally as well, using appropriate Kwakwala phrases.
- After planning the menu for their celebration, students decided on who would bring individual items. They formed small groups to cook the more complicated dishes with the help of a community resource person, and made posters of the recipes to display during the celebration.
- Students decided that they would make simple traditional crafts as decorations and would record a selection of appropriate Kwakwala songs on CD or cassette to play at the celebration.
- Students also decided that they would play a traditional game during the party and would invite a community resource person to come to talk to them or give a demonstration during the celebration.
- The teacher helped with planning and materials where required.
- On the day of the celebration, students decorated the classroom, brought food and beverages, played music, and enjoyed the game and demonstration by the community resource person.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explaining the requirements of each task to students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks. Students would be evaluated on the Celebration Comparison Chart, their participation during project work, acquiring information from a community resource person or an authentic document, their invitation, and one or more of the menu, recipe poster, decoration or traditional craft, or the CD or cassette recording.

Celebration Comparison Chart

To what extent does the student:

- identify similarities and differences between celebrations in Kwakwaka'wakw culture and another culture
- use Kwakwala words and phrases to express similarities and differences

Oral Communication during Classroom Activities and Project Work

To what extent does the student:

- use Kwakwala in asking and responding to simple questions
- make him- or herself understood
- respond to and support others when they are speaking Kwakwala

Accessing Information from Community Resource People or Authentic Documents

To what extent does the student:

- try a variety of approaches, skills, and strategies to obtain information
- extract accurate information from sources
- use extracted information appropriately

Invitation

To what extent does the student:

- use appropriate forms of address
- reproduce key Kwakwala words and phrases accurately
- show appropriate organization of information
- show consideration for audience (e.g., eye-catching, easy to follow)

Menu

To what extent does the student:

- present the information in a clear, complete, and logically organized manner
- use varied and accurate vocabulary
- include a variety of authentic dishes, desserts, and beverages

Recipe Poster

To what extent does the student:

- provide required information
- reproduce understandable Kwakwala words and phrases
- show consideration for audience (e.g., eye-catching, easy to follow)
- use appropriate recipe vocabulary

Decoration or Traditional Craft

To what extent does the student:

- create an object that reflects Kwakwaka'wakw culture
- show detail, creativity, and appeal to the audience

CD or Cassette Recording

To what extent does the student:

- include assigned number of selections
- demonstrate reflection in choices

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

Teachers and students used performance rating scales to evaluate student work. The class discussed the rating scales before students began their assignments, and all students had copies of the scales. The same rating scales were adapted for other performance tasks throughout the year. At the end of the unit, the teacher conferenced briefly with each student about work completed.

Celebration Comparison Chart

Criteria	Rating
<ul style="list-style-type: none"> identifies similarities and differences between celebrations in Kwakwaka'wakw culture and another culture 	
<ul style="list-style-type: none"> uses Kwakwala words and phrases to express similarities and differences 	

Key: 3 - Excellent
 2 - Good
 1 - Satisfactory
 0 - Not demonstrated

Oral Communication during Classroom Activities and Project Work

Criteria	Rating
<ul style="list-style-type: none"> uses Kwakwala in asking and responding to simple questions 	
<ul style="list-style-type: none"> makes him- or herself understood 	
<ul style="list-style-type: none"> responds to and supports others when they are speaking Kwakwala 	

Key: 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Accessing Information from Community Resource People or Authentic Documents

Criteria	Rarely	Sometimes	Always
• tries a variety of approaches, skills, and strategies to obtain information			
• extracts accurate information from sources			
• includes appropriate information			

Invitation

Rating	Criteria
Strong 4	<ul style="list-style-type: none"> • goes beyond the basic requirements to demonstrate additional learning • uses formal or informal address correctly and reproduces key Kwakwaka'wakw words and phrases accurately • information is clearly organized and while there may be minor errors, these do not detract from the overall message • the illustration is eye-catching and attractive
Satisfactory 3	<ul style="list-style-type: none"> • meets the requirements at a basic level • while it may have a strong visual focus, the written presentation is not as detailed • use of vocabulary and key phrases is accurate but minimal • errors may cause confusion but the invitation is generally understandable
Partial / Marginal 2	<ul style="list-style-type: none"> • may deal with information in a cursory way • information is either incomplete or not presented in a well organized manner • tends to rely on limited vocabulary and often includes errors in spelling and sentence structure
Weak 1	<ul style="list-style-type: none"> • does not meet listed criteria • message may be incomprehensible, inappropriate or extremely brief • illustrations may be missing or unrelated to context

Menu

Rating	Criteria
Outstanding 4	Exceeds criteria and requirements. Menu is clear, complete, logically organized, and includes language and cultural features that go beyond basic requirements of the task.
Good 3	Meets all criteria at a good level. Menu is clear, complete, and logically organized. Most Kwaḱwala words and phrases are written correctly. Includes some detail.
Satisfactory 2	Meets most criteria at a satisfactory level. Generally understandable, complete, and logically organized. May include some errors in spelling or vocabulary that causes parts of the communication to be unclear or confusing. Tends to rely on basic vocabulary and patterns. Little detail.
Requirements Not Met 1	Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief.

Recipe Poster

Criteria	Rating	Comments
• provides all required information		
• includes relevant and interesting details		
• reproduces Kwaḱwala words and phrases in understandable form		
• shows consideration for audience (e.g., poster is eye-catching and easy to understand)		
• uses appropriate recipe vocabulary		
Overall Rating		

- Key:** 3 - Excellent
 2 - Good
 1 - Satisfactory
 0 - Not demonstrated

Decoration or Traditional Craft

Criteria	Rating
<ul style="list-style-type: none"> creates an object that reflects Kwakwaka'wakw culture 	
<ul style="list-style-type: none"> shows detail, creativity, and appeal to the audience 	

- Key:** 3 - Excellent
 2 - Good
 1 - Satisfactory
 0 - Not demonstrated

CD or Cassette Recording

Criteria	Rating
<ul style="list-style-type: none"> includes required selections 	
<ul style="list-style-type: none"> demonstrates reflection in choices 	

- Key:** 3 - Excellent
 2 - Good
 1 - Satisfactory
 0 - Not demonstrated

Grade 7**Topic:** *Clothing Album***1. PRESCRIBED LEARNING OUTCOMES:*****Communicating: Exchanging Information****It is expected that students will:*

- ask and respond to questions using question words such as 'ma “what”, *angwa* “who”, and 'wilakw “when”.
- express wants, needs, likes and dislikes.
- participate in classroom activities.

Communicating: Presenting Information*It is expected that students will:*

- produce short, meaningful messages orally.
- describe people, places, and common objects.

Finding Information*It is expected that students will:*

- extract and record selected information from Kwakwala-speaking resource people and age-appropriate Kwakwala resources to meet information needs.
- express acquired information in oral, visual, and simple written forms.

***Understanding Culture and Society:
Socializing and Celebrating****It is expected that students will:*

- recognize and use expressions and compliments that encourage others.

2. OVERVIEW

This unit was presented in September. Over approximately eight 40-minute classes, Grade 7 students developed and presented clothing albums. Evaluation was based on:

- an individual clothing album that each student prepared
- self-assessment and analyses (in English)
- oral presentations to small groups (in Kwakwala)

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the topic by asking students how they plan and select their clothing for a new school year. What factors do they consider? How much do they plan in advance? Students were then presented with several options:
 - create and present an album showing their clothing needs for Grade 7
 - create and present an album showing the clothing needs for a friend (real or imaginary) in Grade 7
 - create and present an album showing the wardrobe they would choose for Grade 7 if they did not have to consider a budget
- Students brainstormed to develop a list of clothing vocabulary in Kwakwala. They posted the list on chart paper for easy reference. The teacher encouraged them to consult various sources (e.g., textbooks, web sites, bilingual dictionaries) to add to the list as they worked on their projects.
- The teacher distributed a selection of catalogues for students to look at and focused their attention on the ways the catalogues were organized. They discussed a variety of ways to organize their own collections (e.g., by season, body part, activity).
- Students spent two periods “shopping” in the catalogues by cutting out the clothing and accessories they would need for their Grade 7 school year. Some students drew and coloured several of the clothing items they wanted to include. Students used classroom resources (including bilingual dictionaries, class charts, web sites and textbooks) to find the vocabulary they needed. The teacher circulated and observed students as they worked, asking questions in Kwakwala and helping them to answer. The teacher provided immediate feedback and recorded observations on a checklist.
- The teacher reviewed key structures and vocabulary and helped students practice phrases they could use in their presentations,

as well as questions they could ask other presenters. Students practiced their presentations with partners, then worked in small groups to practice asking and answering questions such as:

-Ix'ax'mas kas tʔatamala'os?

(Do you like to wear a hat?)

-Am, ix'ax'man kan tʔatamale'.

(Yes, I like hats.)

-K'i, ki'san ix'ax kan tʔatamale'.

(No, I don't like to wear a hat.)

- The teacher presented a peer-evaluation form to the class. The teacher then discussed evaluation with students, including what to look for in the presentations and how to offer useful feedback to presenters. The class practiced completing a form.
- Students presented their albums to the class. Each student in the audience was required to ask at least two questions of any presenter and to complete a peer-evaluation form for two students, previously selected by the teacher.
- Students submitted their albums, their speaking notes, the peer evaluations they received, and self-evaluations.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements for each task. The teacher and students agreed on the key criteria that should be demonstrated in each of the assigned tasks.

Clothing Album

To what extent does the student:

- provide relevant and appropriate information
- include detail and sufficient information
- write captions in Kwakwala
- organize information and present it in logical categories

Oral Presentation

To what extent does the student:

- present appropriate information
- speak in Kwakwala
- speak with some fluidity
- attempt to self-correct
- respond to questions with relevant information

Self-Assessment

To what extent does the student:

- use only Kwakwala
- pronounce Kwakwala words correctly
- use Kwakwala words and expressions learned in class
- use new Kwakwala words
- rephrase if not understood
- use gestures to help people understand

Individual Response to Other Presentations

To what extent does the student:

- listen attentively
- provide encouragement to other presenters
- ask questions of presenters

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate student performance. Students were given copies of the rating scales as they practiced and prepared their presentations. The same scales were adapted for a variety of other assignments throughout the year.

Clothing Album

Rating	Criteria
Outstanding 4	Meets all criteria. Goes beyond the basic requirements to demonstrate additional learning (e.g., includes vocabulary beyond the practiced list, features interesting or unusual details, labels include explanation or analysis).
Good 3	Complete and accurate. Uses the structures and vocabulary provided to present required information. Includes a variety of clothing.
Satisfactory 2	Meets the requirements. Clothing is mostly from limited categories. May omit some information or make errors (e.g., labels or matches to diagram are incorrect or incomplete).
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Oral Presentation

Criteria	Rating
• provides relevant and appropriate information	
• speaks in Kwaḱwala	
• speaks with some fluidity	
• attempts to self-correct	
• responds to questions with relevant information	

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Student Self-Assessment (Oral Presentation)

D̄tigam (Name): _____

'Nala'ena'yas (Date): _____

Unit / Topic / Theme: _____

In my oral presentation, I...

- used Kwakwala.
- pronounced Kwakwala words correctly.
- used Kwakwala words and expressions learned in class.
- used new Kwakwala words.
- rephrased if I was not understood.
- used gestures to help people understand.

I am proud that _____

Next time, I would _____

I feel that I need to _____

In order to improve _____

I felt frustrated about _____

When I was preparing my oral presentation _____

Individual Response to Other Presentations

Criteria	Rating
• listens attentively	
• provides encouragement to other presenters	
• asks questions of presenters	
<p>Questions Asked:</p> <p>1.</p> <p>2.</p>	

- Key:** 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Grade 8

Topic: *Leisure Time*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- ask and respond to questions using question words such as *láchwε* “where” and *gəns* “how many”.
- express preferences and interests.
- participate in conversations that include past and present actions and events.
- participate in familiar activities (real or simulated).

Communicating: Presenting Information

It is expected that students will:

- produce short, meaningful messages, orally and in writing.
- relate events and experiences in sequence, using conjunctions such as *lu* “and”.
- describe activities and situations.

Finding Information

It is expected that students will:

- extract, record, and organize selected information from K^wa^kw^ala-speaking resource people and age-appropriate K^wa^kw^ala resources to meet information needs.
- express acquired information in oral, visual, and written forms.

Understanding Culture and Society:

Socializing and Celebrating

It is expected that students will:

- discuss the traditional and contemporary activities and interests of K^wa^kw^akəw^ak^w youth.

2. OVERVIEW

Over a two-week period, the teacher developed a series of activities that focused on pastimes and leisure activities. Topics for discussion included traditional activities such as *λaxa čičεqa* (attending potlatches), *yəχ^wa* (dancing), *kiλa* (fishing), (*kε*) carving, *siχ^wʔid* (paddling); and contemporary activities such as *qəy^ʔaka* (playing soccer).

Evaluation was based on:

- participation in oral activities
- visual and oral summaries
- a comparison chart
- creation of mobiles
- oral participation in a game
- role-play
- creation of postcards

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher began the unit by developing a list of vocabulary with the class to support the topic. Useful expressions included phrases such as:

-ʔixʔakən qən yəχ^wε? ləw^a dənχəla.
(*I like to dance and sing.*)

-ʔixʔakən qən qəy^ʔaka? lεʔε
hiʔənχbaŋaq^wəla.

(*In the spring, I like to play soccer.*)

-widas qəy^ʔaki?

(*Where do you play soccer?*)

-gənsis ʔəmʔatəʔenayus?

(*How many sports do you play?*)

-gənu^wida ʔəmʔa?

(*How many people are on your team?*)

Students brainstormed and recorded useful words and expressions on a flipchart and then recorded this vocabulary in their personal dictionaries.

- Working in groups of three or four, students were assigned one of the following categories: winter, spring, summer, fall. They surveyed their classmates by asking
-mācaʔis ʔixakaʔos G^wigilaʔs?
(*What do you like to do?*)

- *m̄asis ʔixakaʔos qas G^wigilaʔs sus xa _____?* (ćw̄ənx, ʔoȳənx)
(What do you like to do in [season]?)
(e.g., winter, autumn, etc.)

- Groups compiled results and represented them visually to the class (e.g., in a pie chart or bar graph). Each group also presented an oral summary of the class results, using a visual aid. Any new vocabulary was added to the list on the flipchart and recorded in students' dictionaries.
- Then the class discussed some of the traditional activities and interests of K^wak^wəkəw^k youth. They considered similarities and differences between traditional and contemporary activities, and the corresponding differences in lifestyles. New vocabulary was added to the flipchart and recorded in students' dictionaries.
- After the discussion, each student completed a comparison chart (in K^wak^wala) on traditional and contemporary activities. Students used print resources and the internet, and asked community resource people for information.
- To reinforce the new vocabulary and the categories, the teacher created classroom corners labelled winter, spring, summer, and fall. Students chose corners that best suited their favourite activities and as newly formed groups, classmates shared their preferences - e.g.,

ʔixʔakən qən ʔuq^we xa ćw̄ənx.
(I like to ski in winter.)

The teacher then had students move to different corners and share new interests and activities until they had visited each season.

- Students individually created mobiles that depicted various pastimes that interested them. Vocabulary was expanded (through use of dictionaries and web sites) to include necessary equipment, special clothing, facilities, role models, and so on for labelling the array of photos/illustrations, objects, and ideas. Students were encouraged to cut cardboard shapes on which to present their information and hang

them with both sides illustrating their interests.

- The class brainstormed a list of questions that students could use to find out essential information about their classmates' pastimes - e.g.,
 - *widis _____ saʔos?*
(Where do you do / play / practice _____?)
 - *ʔəng^wis _____ taʔos?*
(With whom do you do / play / practice _____?)
 - *gənsis wawasdəmus _____?*
(How long have you been doing / playing / practicing _____?)

Students were expected to add the list of questions to their personal dictionaries.

- In small groups, students prepared for a game where only one of them would truthfully present his or her favourite pastimes to the class and the others would try to deceive their classmates with imaginary pastimes they had invented for themselves. The group stood together and briefly summarized the details of their "favourite" activities. After the presentation, the other student groups were allowed a few minutes of questioning. By using and practicing their list of questions, students attempted to acquire enough information to catch their classmates in a lie and determine who was being honest. Each group presented in turn. A point was awarded to students who correctly identified the truth-teller.
- Students in pairs then role-played scenes in front of the class about activities that would interest them for the weekend. Each student inquired about what his or her partner wanted to do on the weekend - e.g.,
 - *wigila λənc λax χ^wa sadadiχ?*
(What shall we do on Saturday afternoon?)
 - *laλən laxa λamaʔis.*
(I am going to the beach.)

Students in the audience listened carefully for details of the activities and events (time,

place, cost, and so on), keeping track in their notebooks.

- After all of the role-plays were presented, the teacher asked students to choose an event from those mentioned and design a ticket for it. The class discussed what pertinent information was needed for this assignment.
- The next day, students presented their tickets as they entered the room. They were asked to circulate around the room asking the question *wiλas le?* (*Where are you going?*) in order to find others going to the same event. Once they had grouped themselves, they briefly presented information describing where they were going - e.g.,
 - *humofa λənuχ^w χα γəmfa.*
(*We're going to watch the game.*)
 - *xa maʔg^wənaʔ ʔənχila λe.*
(*It's at eight o'clock.*)
- As a culminating activity, students designed postcards to send to a friend or family member from the event they were attending. Using an example, the teacher and students discussed components of a postcard, noting new vocabulary for greetings and leave-taking on the board. Students were reminded to keep their writing brief to suit the parameters of a postcard. Students were expected to use the information acquired from the ticket and other resources, but were encouraged to be creative about other details. Students used illustrations, collages, photos, or computer graphics to visually depict the event.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Oral Participation in Classroom Activities

To what extent does the student:

- interact with classmates to obtain information
- use K^waκ^wala to ask and respond to questions
- respond to and support others when they are speaking K^waκ^wala

Visual and Oral Summary

To what extent does the student:

- provide all required information
- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

Comparison Chart

To what extent does the student:

- identify similarities and differences between the traditional and contemporary activities of K^waκ^wəkəw^wak^w youth
- demonstrate an understanding of the impact of lifestyles and occupations on pastimes
- organize information in a logical manner
- use appropriate vocabulary and structures with correct spelling

Student Mobiles

To what extent does the student:

- provide all required information
- include relevant and interesting details
- reproduce K^waκ^wala words and patterns in understandable form
- show consideration for audience (e.g., eye-catching, easy to understand)
- use appropriate vocabulary in labels
- spell key vocabulary correctly

Oral Participation in a Game or Role-play

To what extent does the student:

- provide a comprehensible message
- include some understandable details
- recognize and respond to simple questions
- use appropriate patterns and frames to include known expressions and vocabulary
- sustain the use of Kwakwala throughout the activity
- use intonation, miming, gestures, and body language to support the information or message
- pronounce familiar words and phrases with increasing accuracy
- extract information from classmates' presentations

Postcard Project

Visual

To what extent does the student:

- provide appropriate illustrations or photos
- include relevant and interesting details
- show consideration for the audience (e.g., eye-catching, easy to understand)

Written

To what extent does the student:

- write a clear and understandable account
- convey the main events accurately
- take risks with language and use a range of vocabulary

**5. ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work in this unit. Students were given copies of the rating scales and discussed them in English before they began working on their assignments. Teachers and students also used the scales to assess and provide feedback on the visual and written aspects of the postcard project.

Oral Participation in Classroom Activities

	Date			
Criteria	Rating			
• interacts with classmates to obtain information				
• uses K ^w a ^k w ^a la to ask and respond to questions				
• responds to and supports others when they are speaking K ^w a ^k w ^a la				
• pronounces familiar words and phrases with increasing accuracy				

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Visual and Oral Summary

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• shows appropriate organization of information	
• has an understandable message	

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Comparison Chart

Criteria	Rating
<ul style="list-style-type: none"> identifies similarities and differences between the traditional and contemporary activities of K^wak^wəkə^wak^w youth 	
<ul style="list-style-type: none"> demonstrates an understanding of the impact of lifestyles and occupations on pastimes 	
<ul style="list-style-type: none"> organizes information in a logical manner 	
<ul style="list-style-type: none"> uses appropriate vocabulary and structures with correct spelling 	

- Key:** 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Student Mobiles

Criteria	Rating	Comments
<ul style="list-style-type: none"> provides all required information 		
<ul style="list-style-type: none"> includes relevant and interesting details 		
<ul style="list-style-type: none"> reproduces K^wa^k^wala words and patterns in understandable form 		
<ul style="list-style-type: none"> shows consideration for audience (e.g., eye-catching, easy to understand) 		
<ul style="list-style-type: none"> uses appropriate vocabulary in labels 		
<ul style="list-style-type: none"> spells familiar words correctly 		
Overall Rating		

- Key:** 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Oral Participation in a Game or Role-play

Criteria	Game Rating	Role-play Rating
• provides a comprehensible message		
• includes some understandable details		
• recognizes and responds to simple questions		
• uses appropriate patterns and frames to include known expressions and vocabulary		
• sustains the use of Kwakwala throughout the activity		
• uses intonation, miming, gestures, and body language to support information or message		
• pronounces familiar words and phrases with accuracy		

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Postcard Project

Rating	Criteria
Strong 4	Goes beyond the basic requirements to demonstrate additional learning. For example, may include a variety of details about activities, or use language structures not practiced in class. Information is accurate and clearly organized. May include some minor errors in language, but these do not detract from the overall impact. Illustration or photo is interesting, relevant, attractive, and supports the ideas described in the text of the postcard.
Satisfactory 3	Meets most requirements at a basic level. May be inconsistent, with some aspects, such as the visual, stronger and more detailed than written presentation. Use of vocabulary is accurate, but may be repetitious. Errors may cause some confusion but the postcard is generally understandable.
Partial / Marginal 2	May deal with requirements in a cursory way or show extreme inconsistency, with some aspects completed at a good level and others at an unsatisfactory level. Tends to rely on limited vocabulary and often includes errors in spelling and sentence structure. Postcard is difficult to understand in places.
Weak 1	Does not demonstrate listed criteria. Message may be incomprehensible, inappropriate, or extremely brief. Illustration or photo may be missing or unrelated to text.

Grade 9

Topic: *Keeping in Touch*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- exchange information about their everyday activities and interests.
- ask for assistance and detailed information, including directions and prices
- participate in conversations that include past, present and future actions and events.

Communicating: Presenting Information

It is expected that students will:

- describe people, places, activities and situations in detail.

Finding Information

It is expected that students will:

- extract and record relevant information from K^wak^wala-speaking resource people and age-appropriate K^wak^wala resources to meet information needs.
- explain acquired information in oral and written forms, using visual support.

2. OVERVIEW

The teacher developed a series of web-based activities to initiate correspondence with students in another K^wak^wəkwak^w community. The teacher considered a variety of ways to do this, for example, by students corresponding

with individual students in another class, by the class as a whole creating messages for another class, or by having students participate in a student listserv or chat group. The introductory activities occurred continuously over two weeks of classes, while the correspondence process continued for the remainder of the school year.

Although this sample deals with electronic correspondence, it can be easily adapted to a pen pal situation.

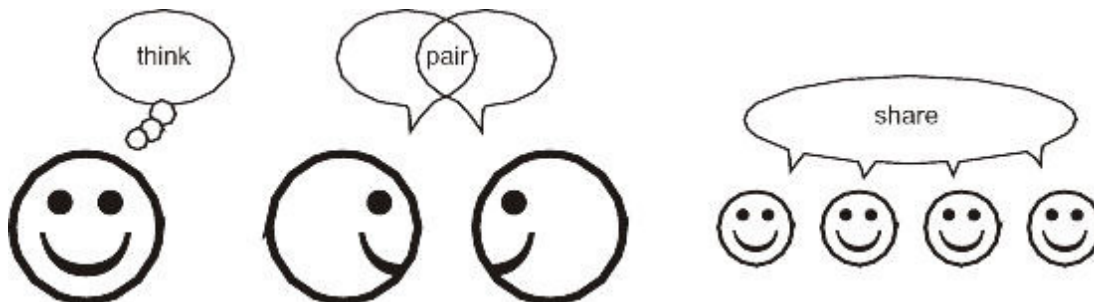
Evaluation was based on:

- participation in oral preparation activities
- a web chart / mind map on the benefits of having a “key pal”
- an information sheet about another K^wak^wəkwak^w community
- actual correspondence students sent to their key pals
- oral presentations of the information they researched and received

3. PLANNING FOR ASSESSMENT AND EVALUATION

- Students worked in pairs to do the cooperative activity “think-pair-share” on the purposes and possible methods of correspondence. During the whole-class sharing that followed this activity, the teacher prompted discussion with questions such as:

- *How many of you correspond regularly in writing with others?*



- *How many of you have correspondents outside of this community?*
 - *What format options are available (e.g., mail, fax, e-mail, Facebook)?*
 - *What formats do you most enjoy sending? Receiving?*
 - Students returned to their partners to create web charts / mind maps on poster paper that showed the benefits of having pen pals or key pals. These were posted around the room to remind students of the purpose of this unit.
 - The teacher explained that students would be selecting and corresponding with students from another K^wak^wəkəw^wak^w community using the internet.
 - The teacher provided students with the three types of key pal exchanges. The class chose the individual-student-to-individual-student format.
 - The teacher read a sample letter in K^wak^wala. In pairs, students brainstormed features that make correspondence worthwhile and interesting. They collated ideas on a flipchart for classroom display. The teacher helped students follow up by suggesting simple ways to ensure quality in their correspondence in K^wak^wala. These suggestions included:
 - Learn as much as you can about where your key pal lives with questions and phrases such as:
 - *widas guk^wəli?*
(Where do you live?)
 - *wiksi G^wiχsdəmasis guk^wəlasus?*
(What is it like there?)
 - *walasmə?ε ?əwīnag^wisus?*
(Is it a big place?)
 - *čacəmxsilala gaχən qən lagə?ε laxis guk^wəlasus.*
(Show me how to get to where you live.)
 - *qīnəmə?εda guk^wəla lax?*
(Are there a lot of people?)
 - *masi yaqəndasas, ?i?isə?ε k^wak^wala?*
(What language do they speak - is it K^wak^wala?)
- Practice vocabulary and a variety of sentence frames for telling about yourself and asking questions about someone else - e.g.,
 - *lamən nanəmāχ?ənχila?*
(I am nine years old.)
 - *las gəns?ənχila??*
(How old are you?)
 - *wida gayuχi?*
(Where is your family from?)
 - *gayuχən ?əbəmp lax _____.*
(My mother's family is from _____.)
 - *gayuχən ?ump lax _____.*
(My father's family is from _____.)
 - *gayu?tda?χ^wi laxa luxsəmafa _____.*
(They are from the _____ clan.)
 - *widas q^waxustowi?*
(Where did you grow up?)
 - *hedən q^waxustowi yəlis.*
(I grew up in Alert Bay.)
 - *?ix?axmās hēle? yəlis?*
(Do you like living in Alert Bay?)
 - *?ix?axmən hēle...*
(I like living here because...)
 - *wigilaχas lax?*
(What do you do when you're there?)
 - *laxən?s k^waxa χa kūtəla.*
(We are going to smoke fish.)
 - *wigilaχas qus G^wa? qāqəχa??*
(What do you do after school?)
 - *laxən ləwən wiwə?ok^w qəno?χ qāqəχa| qəno?χ qəyaki?, qən yəχ^wε? ...*
(My peers and I have soccer practice, dance practice, etc.)
 - *wigile?εχsdas χ^wa hi?ənχliχ?*
(What do you want to do this coming summer?)
 - *wixdasgaχlε χ^wa ?alumasix nəmχ?ənχ?*
(Where did you spend the New Year?)
 - Learn how to describe the place where you live - e.g.,
 - *χən guk^wəlas, ?ix?akəno?χ qəno?χ lε Gəlqa.*
(Where I live, people like to swim.)

- χən guk^wə́las qínə́mida...
(Where I live, there's lots of...)
- d^zax^wən (eulachon)
- q̣^waq̣^wəχ[?]emas (berries / fruits)
- d^zoli (cockles)
- wilk^w (cedar trees)
- ḳutə́la (salmon)
- nəʔə́ngε (mountains)
- guk^w (buildings)
- χən guk^wə́las, ḳiyos ʔolaʔəm ḳutə́la?
(Where I live, there's not really a lot of salmon.)

- Students researched various communities in K^wak^wəkə́wak^w territory using maps, other print resources, and the internet. They labelled an outline map of K^wak^wəkə́wak^w territory and answered questions about it - e.g.,
- ẉid^zi ḷε _____?
(Where is _____?)

- masis noqayus qəs lagəʔos laχ g^waýi?
(What is your plan to get to Kingcome?)
- maýuʔχ qəs loʔos p̣əʔʔid laləʔa laχ g^waýi?
(How much does it cost to fly to Kingcome?)

- Students also listened to oral statements and identified whether they were about their own community or another K^wak^wəkə́wak^w community.
- Based on the information they collected, students completed an information sheet on their own community and their key pals' community. Groups presented their findings to the class with any visual support they were able to locate. The completed information sheets and visuals were posted on a central bulletin board, along with the map.

Information Sheet

	In Our Community	In Our Key Pals' Community
Population		
Geography of Area		
K ^w aḱ ^w ala Place Names		
Special Foods		
Most Popular Sports		
Interesting Facts		

- Students read sample K^waḱ^wala pen pal / key pal letters and generated a list of useful vocabulary and language structures. They worked in pairs to fill in the blanks in

letters where words and phrases had been omitted (cloze activities). Multiple samples and phrasings helped students develop variety in their correspondence.

- Each student created a letter of introduction to a key pal that was first sent to the teacher’s e-mail address. The letter contained elements from the information sheet completed earlier. The teacher forwarded students’ letters to the appropriate teacher, school, or student listserv.
- During the rest of that term / semester, students were given the opportunity to check their e-mail regularly and to respond in K^wa^kwala to any messages received from their key pal. The teacher tracked the correspondence by providing a correspondence log to be completed by students.

Correspondence Log

Date	From / To	Sent / Rec’d (S/R)	General Message Idea (S)	General Message Idea (R)

- At the end of the term / semester, students introduced their key pals to the class with multimedia presentations that included all of the information they had learned about their key pals, as well as descriptions of them. Each presentation had an oral introduction, a musical background, photos of the key pal, and samples of his or her favourite foods. A few students chose to do PowerPoint presentations.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, then explained the requirements of each task to the students. The teacher and students decided the following key criteria should be demonstrated in the assigned tasks.

Participation in Oral Activities

To what extent does the student:

- interact with the information through questions, responses, and following instructions
- use K^wa^kwala to ask and respond to questions from the teacher and other students
- speak K^wa^kwala during class and group activities
- respond to and support others in their use of K^wa^kwala.

Web Chart / Mind Map on the Benefits of Having a Key Pal

To what extent does the student:

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information

Information Sheet

To what extent does the student:

- provide all required information
- include relevant and interesting details
- use appropriate vocabulary, spelled correctly
- show appropriate organization of information
- reproduce K^wa^kw^ala words and patterns in understandable form

Oral Presentation of the Information Sheet

To what extent does the student:

- present information clearly
- include relevant or interesting details or features
- speak smoothly (most pauses occur at the end of phrases or sentences)
- use a variety of vocabulary and language structures appropriate to the subject

E-mail Letters to Key Pal

To what extent does the student:

- present clear, relevant, and appropriate information
- include interesting details or features
- ask questions about the key pal’s community
- identify similarities and differences between the local community and the key pal’s community
- include information about individual tastes, family and local community customs, and a description of the school
- ask questions about comparable customs or behaviour patterns
- use a variety of vocabulary and language structures
- use spelling and mechanics that do not interfere with meaning

Oral and Multimedia Presentation on the Key Pal

To what extent does the student:

- convey an understandable message
- include all required information
- provide relevant and unusual details to add interest
- sustain the use of K^wa^kw^ala (pauses do not impede communication)
- pronounce most words accurately
- self-correct as needed
- use appropriate vocabulary and language patterns correctly
- include several types of media – e.g., music, visual, electronic
- respond to classmates’ questions with relevant information
- listen actively and ask questions about classmates’ presentations

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students’ work on this unit. Students were given copies of the rating scales, and discussed them in English before working on their assignments. Teachers and students used the scales to assess and provide feedback on the web charts / mind maps, information sheets, presentations, and e-mail letters. These scales were adapted and used throughout the year to assess visual, oral, and written work.

Participation in Oral Activities

	Date			
Criteria	Rating			
• interacts with the information through questions, responses, and following instructions				
• uses Kwákwala to ask and respond to questions from the teacher and other students				
• speaks Kwákwala during class and group activities				
• responds to and supports others when they are speaking Kwákwala				

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Web Chart / Mind Map on the Benefits of Having a Key Pal

Criteria	Rating
• provides complete information	
• includes relevant and interesting details	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Information Sheet

Criteria	Rating
• provides all required information	
• includes relevant and interesting details	
• uses appropriate vocabulary, spelled correctly	
• shows appropriate organization of information	
• reproduces Kwákwála words and patterns in understandable form	

Key: **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Oral Presentation of the Information Sheet

Criteria	Rating			Comments
	Self	Peer	Teacher	
• presents information clearly				
• includes relevant or interesting details or features				
• speaks smoothly (most pauses occur at the end of phrases or sentences)				
• uses a variety of vocabulary and language structures appropriate to the subject				
Overall Rating for Oral Presentation				

Key: **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

E-mail Letters to Key Pal

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 5	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Offers clear, relevant, and appropriate information. Includes interesting details or features. Asks questions about key pal's community and makes comparisons with local community. Includes information about individual tastes, school, and community customs. Asks questions about comparable preferences and customs. Uses a variety of vocabulary and language structures. Spelling and mechanics do not interfere with meaning.
Good 4	Information is clear, relevant, accurate, and offers some details. Asks questions about key pal's community and identifies some similarities with, and differences from, the local community. Includes some information about individual tastes, school, and community customs. Asks questions about key pal's customs. Uses a range of useful vocabulary and structures, with some repetition. May include some structural errors, but these do not obscure meaning.
Satisfactory 3	Writing is comprehensible but may be unclear in places, often because of problems with organization. Links between ideas may be weak or confusing. Includes general information about school and everyday life and asks some questions. Vocabulary tends to be basic and concrete. May include errors in word choice, structures, or surface features, but these do not seriously obscure meaning.
Minimally Acceptable 2	Attempts to ask questions and provide general information. Supporting details may be confusing, irrelevant, or inappropriate. Vocabulary and patterns tend to be basic and repetitive. Writing may be incomprehensible in places because of errors in word choice, word order, or sentence structure. May be very brief. The writing tends to be repetitive and lacks a sense of general organization.
Not Yet Acceptable 1	Information is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's views.

Oral and Multimedia Presentation

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
Outstanding 6	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. The presentation has oral, visual, and musical components that contribute to a full understanding of the key pal. A wide range of visual aids and oral explanations enriches the presentation. Errors in language use do not detract from meaning.
Strong 5	Information is clear, relevant, accurate, and detailed. The presentation has oral, visual, and musical components, with visual aids and oral explanations that enrich the presentation. May include some repetition and structural errors, but these do not obscure meaning.
Competent 4	Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. The presentation has basic oral, visual, and musical components. Language and visual components tend to be basic and concrete. May include errors in tense, aspect, or structure, but meaning is clear.
Developing 3	Information is relevant and accurate, but may be unclear in places. Some detail is presented to support views, but links between ideas may be weak or confusing. Presentation has few visual, oral, or musical components, which do not necessarily enrich the understanding of the key pal. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, aspect, structure, and occasionally spelling (indicating that the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning.
Underdeveloped 2	Attempts to address the topic. Some accurate information is presented, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive. Errors in tense, aspect, structure, and spelling may make it difficult for the audience to understand the meaning in places. The presentation tends to be choppy and repetitive, and lacks a sense of logical organization.
Requirements Not Met 1	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the audience to understand the presenter's message.

Grade 10

Topic: *Friendship*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- exchange information about people, places, and things.
- ask for and give information, permission and clarification.
- discuss plans related to common activities.
- communicate needs, desires, emotions and opinions, giving reasons
- interact in conversations that include past, present and future actions and events.

Communicating: Presenting Information

It is expected that students will:

- describe or narrate events, experiences, or situations with supporting detail.

Finding Information

It is expected that students will:

- record and evaluate relevant information from K^wak^wala-speaking resource people and age-appropriate K^wak^wala resources, and identify information gaps.
- explain acquired information in detail in oral, visual, and written forms.

Understanding Cultural Influences:

Interpreting Creative Works

It is expected that students will:

- view, listen to, and read authentic creative works from K^wak^wəkəw^w culture.
- discuss creative works and respond in visual and written forms.
- demonstrate comprehension of the main idea and significant details of a text.

2. OVERVIEW

The teacher developed a three-week unit on friendship that included:

- participating in oral activities
- developing web charts on personality traits
- creating public service announcements
- doing research on the internet on friendship items
- creating visual and written responses to a story
- creating soap opera videos

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher distributed index cards to the students. Each student secretly recorded the name (in large print) of a famous person. The teacher gathered the cards and randomly taped one on each student's back.
- Students circulated around the room attempting to figure out who they were by asking questions that elicited yes or no responses only - e.g.,
 - *bag^wanəms wa? čədəqəs wa?*
(Are you a man or a woman?)
 - *q^wəlyak^wəs wa? gənánəms wa?*
(Are you old? Are you young?)
 - *nəx^wałamūs guk^wəłasus? k^wisałamīs guk^wus wa?*
(Do you live nearby? Far away?)
 - *dəxələmasa? yəx^wamasa?*
(Do you sing? Dance?)
 - *səsəmnux^wm^wasa?*
(Do you have children?)
 - *?əmłamasa?*
(Do you play sports?)
 - *Gəgadamasa?*
(Are you married?)
- When students had determined their identities, they sat down with the cards in front of them.
- The teacher put the students in groups and asked them to choose two of the famous people from the ones collected in their group. The teacher provided each group

with chart paper, markers, and dictionaries and asked the students to brainstorm and make web charts of the qualities and personality traits (*bak^wayí*) of the people on their chosen cards - e.g.,

- *masi bak^wayás?*
(What kind of person is that man / woman?)
- *ʔiki? bəg^wanəma?* (a kind man)
- *ʔaksamí bəg^wanəma?* (a mean man)
- *noGadi* (smart)
- *nənuʔu* (dumb)
- *ʔix cəqa?* (generous)
- *ʔexcəqa?* (stingy)
- *ʔomás həyulis k^waʔeʔa?* (a homebody)
- *ʔuma yawixco* (adventurous)

Their special skills or abilities could also be described - e.g.,

- *yəwínuχ^w* (a good dancer)
- *dənχʔínuχ^w* (a good singer)
- *ʔəmʔínuχ^w* (athletic)
- *ʔeʔgəlwat* (not good at ...)

- The charts were placed around the room and students returned to their seats to write entries in their journals about which one of these famous people they would pick to be their friend, and why.
- Students later shared their journal entries in groups. Together they agreed on the essential qualities of friendship. Groups were then asked to create 30-second public service announcements for TV or radio with the theme of the importance of friendship.
- The teacher presented a *K^waḱ^wala* story on friendship. In pairs, using dictionaries, students derived meaning from the story.
- Each student created a response to the story using both written and visual formats (which included many forms, such as song, dance, art, Reader's Theatre, and drama). They then shared their responses in a class discussion.
- For a final task, students worked together to create scenes inspired by real or imagined soap operas. The themes related to friendships and relationships, and the scenes included phrases such as:

- *nikiʔqəlamən qən leʔən laxa qəp̄ixʔiḱa?*
(I am planning to go to the party.)
- *ʔilanəma?, ləmisən ʔawisa?*
(I didn't get invited. I'm mad!)
- *ʔiʔsən wəʔaqilam̄isən qe Gəyuʔʔeʔs niʔəla gaxən.*
(I wish he had told me before.)
- *ʔikən noqayás gaxəʔa qus.*
(I'm happy you're here.)
- *wəʔaqilam̄ən qən ʔiʔideʔ ʔənʔs.*
(I hope we can do this again.)

- Students worked in groups to create storyboards and scripts, scout locations, obtain props and costumes, rehearse, and then film their scenes. They showed their videotapes to the class at the end of the unit. Students were also given the option of doing live presentations or computer-generated animations.

4. DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria with students.

Participation in Oral Activities

To what extent does the student:

- follow instructions
- use *K^waḱ^wala* to ask and respond to questions from other students
- respond to and support others in their use of *K^waḱ^wala*
- take risks, show interest, and persevere

Web Chart of Personality Traits

To what extent does the student:

- include relevant and interesting details
- show appropriate organization of information
- communicate an understandable message

Public Service Announcement

To what extent does the student:

- speak comprehensibly
- accurately identify and describe the qualities of friendship
- take risks to include new or unfamiliar language that enhances each description
- correctly use the frames and vocabulary provided
- use gesture and expression to support communication

Response to a Story

To what extent does the student:

Visual

- demonstrate an understanding of the content of the story
- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message

Written

- show appropriate organization of information
- demonstrate an understanding of the content of the story
- use a range of appropriate vocabulary, including new vocabulary from the story, to support and enrich the message

Soap Opera Video

To what extent does the student:

- attempt to model a soap opera
- use interesting language, details, or humour to engage the audience
- provide character development
- use a range of appropriate vocabulary and structures
- interact effectively with expression and show some spontaneity

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales, and discussed them before they began working on their assignments. Teachers and students discussed and used the scales to assess and provide feedback on the public service announcements, story responses, and soap opera videos. These scales were adapted and used throughout the year to assess visual, oral, and written work.

Participation in Oral Activities

	Date			
Criteria	Rating			
• follows instructions				
• uses Kwakwala to ask and respond to questions from other students				
• responds to and supports others in their use of Kwakwala				
• takes risks, shows interest, and perseveres				

Key: **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Web Chart of Personality Traits

Rating	Criteria
Outstanding 4	Goes beyond the basic requirements to demonstrate additional learning. Includes relevant and interesting details, shows appropriate organization of information, and communicates an understandable message.
Good 3	Complete and accurate. Includes relevant details, shows appropriate organization of information, and communicates an understandable message. May include minor errors.
Satisfactory 2	Basic. Includes required items. May omit some details.
Requirements Not Met 1	May be incomplete, inappropriate, or incomprehensible.

Public Service Announcement

Criteria	Assessment*					Teacher Rating			
	Self	Peer				Group A	Group B	Group C	Group D
		Group A	Group B	Group C	Group D				
• speaks comprehensibly									
• accurately identifies and describes the qualities of friendship									
• takes risks to include new or unfamiliar language that enhances each description									
• correctly uses the frames and vocabulary provided									
• uses gesture and expression to support communication									

* Students who worked together collaborated to assign self-ratings.

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Visual and Written Response to the Story

	Rating			Comments
	Self	Peer	Teacher	
Criteria: Visual Response:				
• demonstrates an understanding of the content of the story				
• includes relevant and creative detail				
• shows consideration for the audience (e.g., varied, eye-catching)				
• provides a comprehensible message				
Overall Rating for Visual Response				
Criteria: Written Response:				
• shows appropriate organization of information				
• demonstrates an understanding of the content of the story				
• uses a range of appropriate vocabulary, including new vocabulary from the story, to support and enrich the message				
Overall Rating for Written Response				

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Soap Opera Video

Rating	Criteria
Outstanding 5	Includes all components of the project. Strong attempt to engage the audience through use of interesting dialogue, character development, detail, costumes, props, and possibly humour. Uses a wide range of expressions and vocabulary with limited repetition. Creatively attempts to model a soap opera, with a sense of pacing and flow in the dialogue. May include minor errors in usage or pronunciation, but these do not detract from the message.
Strong 4	Includes components of the project. Attempts to engage the audience through dialogue, some character development, detail, costumes, props, and possibly humour. Uses a range of expressions and vocabulary with some repetition. Attempts to model a soap opera. May include errors in pronunciation, but message is still clearly communicated.
Satisfactory 3	Meets requirements. Video lacks creativity; is without costumes, props, and character development. Major components of video are appropriate, but lack supporting detail. Does not attempt to engage audience. Uses a limited range of expressions or vocabulary with repetition. Message is comprehensible, but errors may require more effort for audience to comprehend.
Needs Improvement 2	Meets some requirements. Design of video impedes understanding. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience - often little sense of communication. Soap opera format is not evident. May rely on simple, basic vocabulary and repeat the same structures. Errors interfere with communication.
Not Demonstrated 1	Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.

Grade 11

Topic: *Contemporary Issues*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- exchange information and opinions about social issues which affect them, giving reasons and reactions.
- use a range of vocabulary and expressions in past, present, and future.

Communicating: Presenting Information

It is expected that students will:

- describe or narrate events, experiences or situations, using appropriate time referents - e.g., *máw̄is̄la* “in the meantime”, *ʔáʔaGaw̄eʔ* “it happened later”, *mák̄əla ʔáʔaGaw̄eʔλəs* “it is next, right after this”.
- compare people, places and things.

Finding Information

It is expected that students will:

- use a variety of methods for finding and recording information.
- use appropriate protocol for collecting information from cultural resource people.
- identify forms of communication chosen to match a purpose and audience.
- record and organize relevant information from a variety of K^wak^wəkəw^wala resources to fit a research need.
- summarize and use acquired information in oral, visual, and written forms.
- follow protocol for acknowledging sources.

Understanding Culture and Society:

Interpreting Creative Works

It is expected that students will:

- view, listen to, and read authentic creative works from K^wak^wəkəw^w culture.
- compare, contrast, and respond to creative works in a variety of ways.

Understanding Culture and Society: Socializing and Celebrating

It is expected that students will:

- analyze and discuss contemporary issues in K^wak^wəkəw^w culture.

2. OVERVIEW

This unit was designed to give each student the opportunity to explore, in depth, a current social, political, or economic issue important to the K^wak^wəkəw^w community. Issues ranged from fish farming to development on archaeologically significant sites to child poverty. All work was completed in K^wak^wala . Evaluation was based on:

- group oral presentations
- scrapbooks or journals containing information about the issues presented
- individual creative works

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class a brief clip from a documentary video about poverty in Aboriginal communities. Each student was asked to make three comments related to the film- e.g.,

- *həm̄ən ʔixʔageʔ le niʔʔidəs*
g^wixsdəmasa wiwəsilaGaʔ.

(The part where they showed poverty was interesting.)

- *həm̄ən ʔixʔageʔ gən leʔ duχ^wʔaλəla*
g^wixsdəmasa wiwəsilaGaʔ.

(I agree with the way I saw the poverty.)

- *nik̄iqəla ʔolak̄ala ʔik̄əns̄*
humuχ^wʔicuwənʔs.

(We thought the film was really good.)

- *ʔiʔsən ʔixʔax χa səbəd^zoʔi ...*
(I hated that film (because) ...)

They shared these opinions with two other students. The teacher facilitated an open class discussion about other issues in

K^wak^wəkəw^w territory that students were aware of.

- The class developed a list of vocabulary and language structures that were useful in talking about current events and issues - e.g.,
 - *ləʔəm lɛ galabənχ p̄əsa t̄ənsχaʔ, hɛʔəm w̄ələʔi.*
(I heard the potlatch is happening tomorrow.)
 - *nəmaʔas c̄əmk̄əncuχ Joe ʔəʔaχsila qa lilk^wəlaχɛʔ.*
(Joe was elected to the council.)
 - *dulowuχ Michelle laχa Bingo.*
(Michelle won at Bingo last night.)
- They also listed expressions of time, to assist in comparing current and past events and issues - e.g.,
 - *t̄ənsw̄əʔ* (yesterday)
 - *χ^waʔ n̄ala* (today)
 - *t̄ənsχaʔ* (tomorrow)
 - *hixʔidama* (immediately)
 - *səmbəndəʔəm χ^waʔ n̄ala*
(all day long)
 - *səmbəndəʔəm χ^waʔ m̄ək^wəla*
(all month long)
 - *laxdəm̄as* (during)
 - *galaGawɛʔ* (before)
 - *Gəyuʔt̄w̄əʔ* (long ago)
 - *n̄əmp̄ənaʔəm* (just once)
 - *q̄ip̄ənaʔəm* (many times)
 - *ʔom̄əʔas ʔit̄idənax^wa* (repeatedly)
 - *gəmisχa* (in the meantime)
 - *ʔaʔʔəmχa* (later)
 - *Gəyuʔt̄maʔas* (earlier)
 - *ʔaʔaGawɛʔχənʔs* (right after this)
 - *yəχa ʔaχaŋalaʔ* (far in the future)

The teacher added to the list and discussed how concepts of time are expressed through verb forms in K^waḱ^wala. The teacher then modelled ways of using some of the phrases and structures to talk about social issues.

- Students formed small groups. The teacher provided a variety of current resources (magazines, newspapers, taped news broadcasts, news video clips) and asked the groups to identify all the current issues they could find that related to the K^wak^wəkəw^w world. As the groups shared their lists, the

teacher created a chart of the topics they suggested, including:

- environmental issues
- economic issues
- political issues
- social issues
- Students conducted a Media Watch for one week. They listened to newscasts, read news magazines and other periodicals, read newspapers (local and on the internet), and watched for references to any of the topics mentioned in class. Most of the Media Watch was conducted in English; however, students also consulted K^waḱ^wala news resources whenever possible. Students recorded their observations in K^waḱ^wala on sheets prepared by the teacher. Each sheet included the date, source, topic, and general editorial tone, as well as two or three key points.
- Students formed groups of three. Each group chose an issue from the Media Watch to explore in depth. They gathered current information from a variety of K^waḱ^wala resources, including web sites, creative works, and discussions with Elders and community resource people or organizations. Students recorded the information in Media Watch booklets and met frequently with their groups to check on their progress and talk about what they were learning. The teacher provided assistance and feedback throughout the activity.
- The teacher invited an Elder or community resource person to speak to the class in K^waḱ^wala about one or more of the issues being explored. Students took notes on the presentation(s) and added them to their booklets, and politely asked questions of the guest(s) at the end of the presentation(s).
- Each group used what it had learned to prepare an oral presentation about the issue. The teacher encouraged groups to choose a variety of formats for their presentations, and the class brainstormed a list of possibilities:

- panel discussion
- talk show (taking on roles of different people interested in the issue)
- case study
- dramatization
- video documentary
- simulation of an actual situation
- radio or television news broadcast or news magazine
- simulated interviews with key individuals
- The class established general requirements and criteria for the presentations, and the teacher developed and distributed a rating scale. Each group was also responsible for collecting peer evaluations of its presentation and summarizing these as part of a final self-assessment of the project.
- As students listened to each presentation, they recorded key points and added these to a scrapbook or journal. The teacher encouraged students to include any other articles, creative works, or reflections in their books. In the scrapbook or journal, each student also prepared a one-page synopsis of the issue that his or her group had studied and presented.
- At the end of the unit, the teacher provided models and reviewed useful vocabulary and structures. Students were asked to develop a creative work (e.g., song, poem, video clip, cartoon, story) in response to one of the issues that had touched them.

4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning.

Group Oral Presentation

To what extent does the student:

- take a clear position (point of view)
- provide thorough and detailed information
- include specific examples to help develop understanding of the point of view
- respond to questions with appropriate information
- give a relatively smooth presentation (pauses do not interfere with comprehension)
- use intonation, body language, and visuals or props to support meaning
- use a variety of vocabulary, idiom, and language structures

Scrapbook or Journal

To what extent does the student:

- write clearly and in an understandable manner
- present information logically
- include accurate and relevant information
- include key aspects of the topic
- present a clear position or point of view regarding his/her group's own topic
- offer reasons, examples, and details to support views
- include the following required elements:
 - key points recorded from each presentation
 - one-page written synopsis of the issue explored in the group's own presentation
 - self-evaluation of contributions and participation in the unit
 - bibliography that indicates use of a variety of appropriate K^wa^kwala resources

Individual Creative Work

To what extent does the student:

- convey the central theme or message
- offer an individual response or view about the issue
- include oral, written, or visual details, reasons, and / or examples to support the response
- draw on elements of Kwakwaka'wakw creative works
- use language and / or visual images in an evocative way

**5. ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. For the group presentations, each student in the group received the same rating, except in unusual circumstances.

Scrapbook or Journal

Evaluation Criteria:

- clearly written and easily understood
- logically organized
- includes accurate and relevant information
- complete; includes key aspects of the topic
- presents a clear position or point of view (regarding own group's topic only)
- offers reasons, examples, and details to support views (own group's topic and self-evaluation only)

Required Elements	Rating	Weight	Comments
• key points recorded:			
- presentation #1		1	
- presentation # 2		1	
- presentation # 3		1	
- presentation # 4		1	
- presentation # 5		1	
- presentation # 6		1	
- presentation # 7		1	
• one-page written synopsis of the issue (own group's presentation)		4	
• self-evaluation of contributions and participation in the unit		2	
• bibliography that indicates use of a variety of appropriate Kwakwaka'waka language resources		2	

- Key:**
- 5 - Criteria met at an excellent level.
 - 4 - Criteria met at a very good level.
 - 3 - Most criteria met at a satisfactory level.
 - 2 - Some criteria met at a satisfactory level.
 - 1 - Few criteria met at a satisfactory level.

Individual Creative Works

Rating	Criteria
Excellent 5	Conveys the central theme or message and offers a response or view that engages the audience (reader, viewer, or listener) in a powerful way. Uses language or images evocatively. May take risks to create an unusual or complex work. Draws effectively on elements of Kwakwaka'wakw creative works.
Good 4	Conveys a central idea or theme that reflects an individual response to the issue. Language, images, details, and/or examples add to the effect. Uses some elements of Kwakwaka'wakw creative works.
Satisfactory 3	Conveys a relevant idea or theme. Tends to focus on a literal interpretation. Language, images, details, and/or examples may be somewhat repetitive. Tries to draw on elements of Kwakwaka'wakw creative works.
Needs Improvement 2	Attempts to address an issue, but focus is unclear. Tends to be vague. Images, details, or examples may be confusing or inappropriate. Errors in language may obscure meaning. Little or no attempt to draw on elements of Kwakwaka'wakw creative works. May be very short.
Requirements Not Met 1	Incomplete, inappropriate, or unintelligible.

Grade 12

Topic: *A Traditional Story*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- solicit and offer information, ideas, thoughts, opinions and points of view, giving reasons, reactions, and supporting details.
- seek the input of those who are experienced in the area of discussion.
- attempt to reformulate the ideas of others to enable consensus.
- use a wide range of vocabulary and complexity of expression in past, present, and future.

Communicating: Presenting Information

It is expected that students will:

- describe, narrate, and analyze events, experiences, or situations.

Finding Information

It is expected that students will:

- form research questions and identify information sources.
- record, analyze and organize relevant information from several K^wak^wəkəw^wala sources to fit a research need.
- condense, synthesize and use acquired information in oral, visual, and written forms.
- follow protocol for acknowledging sources.

Understanding Culture and Society:

Interpreting Creative Works

It is expected that students will:

- view, listen to, and read authentic creative works from K^wak^wəkəw^w culture.
- analyze and respond to creative works in a variety of ways.
- demonstrate an in-depth understanding of the main idea and significant details of a text -e.g., causes and effects of decisions made by characters.
- identify and discuss lessons learned from moral stories.

2. OVERVIEW

The teacher developed a three-week unit for Grade 12 students on a K^wak^wəkəw^w traditional story. Students read, analyzed, and presented information on this story. The teacher used performance rating scales to evaluate students' reading comprehension, written work, and oral presentations.

3. PLANNING FOR ASSESSMENT AND EVALUATION

- Students explored common attributes of traditional stories. The ensuing “think-pair-share” (see illustration on page C-36) class discussion included the importance of stories in K^wak^wəkəw^w culture. Students took notes, which they later used in individual and group assignments.
- In pairs, students created word webs / mind maps based around picture-prompts the teacher supplied from the story they would be studying. These word webs contained students' predictions about the characters and plot of the story. They shared their word webs and predictions with another pair.
- The teacher played an audio recording of the story, omitting the ending. Students listened while reading a copy of the story.
- Before they heard the end of the story, students discussed possible endings. These were listed and later compared with the real ending. (Stronger students were challenged to write new endings to hand in.)
- After hearing the story, the class determined which, if any, common attributes this story shared with their word webs / mind maps and predictions. They also analyzed storytelling techniques such as intonation, repetition, special vocabulary, and accompanying songs.

- Students completed three comprehension activities:
 - They created a crossword based on vocabulary, characters, or plot and exchanged it with their partners (or another class).
 - They completed a character chart as they read the story on their own.
 - They received a list of key events from the story and rearranged the events into correct chronological order.

Character Chart

Names of Characters	Physical Appearance	Character Traits	Importance in the Story
• • • •			

- Based on notes and discussions, students created a character card for each of the central characters. (These cards resembled hockey cards.)

Character Card (Sample)

Picture

Name: _____

Age: _____

Role in the story: _____

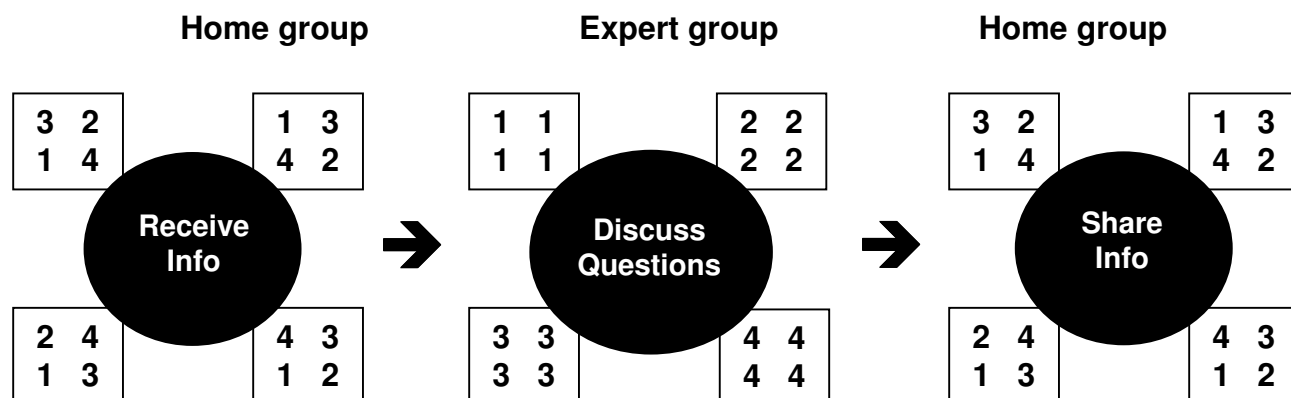
Physical description:

Character traits:

A quotation from the story that reveals something about the character:

- Students then each chose a character from the story and created a character box to show their in-depth understanding of the character. Each student selected a container and eight items that were reflective of the character. Students also chose quotes from the story to support their choice of items. For example, in one box, the student included items such as a miniature paddle and cedar bark. Students gave oral presentations of their character boxes, answering questions asked by the class - e.g.,
 - *masis noqayus qe* _____?)
(What did you think of _____?)
 - *masis nikiqola gitə?os* _____?
(Why do you think _____?)
 - *hemən naqayi* _____.
(In my opinion _____.)
- In pairs or small groups, students created posters or web sites promoting imaginary film versions of this story. Each poster or web site contained two to three critiques, a summary of the plot, a list of actors and roles, the director's name, the title, and an image of a key element of the story.
- Students completed a jigsaw activity which compared the story to four other stories from Kwakwəkəwak^w culture (pre-selected by the teacher). In their home groups, each student received one of four stories and a series of questions. They then moved into expert

Jigsaw Activity



groups, where each group member had the same story. The members in each expert group read the story and answered the questions together. They then returned to their home groups and shared their learning. Questions included:

- Was there a hero/villain in your story?
- If yes, how did the hero/villain compare with the one in the story read by the entire class?
- In what region did the story take place? What cultural references did you notice?
- What message, teachings, or lesson does the story want to provide?
- In pairs, students completed research for reports on traditional stories from the K^wak^wəkəw^wak^w world (those not covered in the jigsaw activity). Their reports analyzed elements examined previously. During class presentation of the research reports, presenters answered spontaneous questions from the audience.
- In groups, students decided on creative ways of presenting the stories, staying true to the original texts. They were given the choice of performing a dramatization, creating and reading a large-size storybook, or presenting a PowerPoint storyboard. During their in-class rehearsals, students evaluated their peers, using a Peer Evaluation Sheet.

4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher emphasized that in all assignments, the most important feature would be students' ability to communicate meaning.

Word Web / Mind Map

To what extent does the student:

- predict the characters in the story
- predict the plot of the story
- include relevant and interesting details
- show appropriate organization of information
- spell key words and phrases correctly

Comprehension Activities

To what extent does the student:

- include all required information
- provide relevant detail
- show appropriate organization of information
- use appropriate vocabulary, spelled correctly

Character Cards

To what extent does the student:

- create an individual character card for each central character
- complete the personal information required for each central character
- include visual representations of the characters
- include relevant and creative details
- consider the audience (e.g., by making the cards varied and eye-catching)
- spell key words and phrases correctly

Character Box

To what extent does the student:

- create a character box that reflects the character
- include eight items representing key aspects of the character
- quote from the story to support choice of items
- explain how the objects relate to the character
- include relevant and creative details
- consider the audience (e.g., by including varied and eye-catching items)
- use a wide range of useful vocabulary and appropriate idioms
- present expressively with some spontaneity

Poster or Web Site

To what extent does the student:

- provide all required information
- include relevant and interesting details with appropriate organization
- show consideration for audience (e.g., the poster or web site is eye-catching and easy to understand)
- use appropriate and accurate patterns and frames to include known vocabulary and language structures
- show understanding of the story's plot, characterization, and theme

Written Research

To what extent does the student:

- Meaning
 - provide clear, relevant, accurate, and detailed information
 - include appropriate research support or attribution
 - present credible reasons and explanations for views presented
- Language
 - support message with a wide range of vocabulary and idiom
 - make only minor errors in tense, aspect, or structure, which do not reduce effectiveness of the message
- Organization
 - organize ideas clearly and logically to enhance the message
 - use clear and appropriate transitions and time referents

Creative Presentation

To what extent does the student:

- include all the elements of the story
- show evidence of creativity
- create an engaging and interesting presentation
- provide a clear message

Prepared Oral Interactions and Discussions*To what extent does the student:*

- Meaning
 - provide clear, relevant, accurate, and detailed information
 - include appropriate research support or attribution
 - present credible reasons and explanations for views presented
- Language
 - support message with a wide range of vocabulary and idiom
 - use appropriate tense, aspect, and structure
- Interaction
 - use strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in Kwakwaka'waka, adapts known structures to new situations)
 - communicate fluidly (pauses are brief and do not interfere with meaning)

5. ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments. Comprehension-type activities in this unit were marked for completion only. The teacher marked four assignments for each student.

Word Web / Mind Map

Criteria	Rating
• predicts the characters in the story	
• predicts the plot of the story	
• includes relevant and interesting details	
• shows appropriate organization of information	
• spells key words and phrases correctly	

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Comprehension Activities

Criteria	Rating
• includes all required information	
• provides relevant detail	
• shows appropriate organization of information	
• uses appropriate vocabulary, spelled correctly	

- Key:** **3** - Strong
2 - Satisfactory
1 - Needs improvement
0 - Not demonstrated

Character Card

Criteria	Rating
<ul style="list-style-type: none"> • creates an individual character card for each central character 	
<ul style="list-style-type: none"> • completes the personal information required for each central character 	
<ul style="list-style-type: none"> • includes visual representations of the characters 	
<ul style="list-style-type: none"> • includes relevant and creative details 	
<ul style="list-style-type: none"> • considers the audience (e.g., by making the cards varied and eye-catching) 	
<ul style="list-style-type: none"> • spells key words and phrases correctly 	

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated

Character Box

Criteria	Rating
<ul style="list-style-type: none"> • creates a character box that reflects the character 	
<ul style="list-style-type: none"> • includes eight items representing key aspects of the character 	
<ul style="list-style-type: none"> • quotes from the story to support choice of items 	
<ul style="list-style-type: none"> • explains how the objects relate to the character 	
<ul style="list-style-type: none"> • includes relevant and creative details 	
<ul style="list-style-type: none"> • considers the audience (e.g., by including varied and eye-catching items) 	
<ul style="list-style-type: none"> • uses a wide range of useful vocabulary and appropriate idioms 	
<ul style="list-style-type: none"> • presents expressively with some spontaneity 	

Key: 3 - Strong

2 - Satisfactory

1 - Needs improvement

0 - Not demonstrated

Poster or Web Site

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<p>Outstanding 5</p>	<p>Detailed, insightful, and creative. Engages audience through use of images, font, and interesting detail. Focuses on appeal to audience. Plot descriptions and critiques are fully developed using a wide range of appropriate vocabulary and language structures. Offers detailed and compelling analyses.</p>
<p>Well-developed 4</p>	<p>Complete and accurate. Attempts to include a range of creative details to engage audience. Offers a comprehensible, accurate description of plot using a range of expressions and structures. Communicates message clearly.</p>
<p>Satisfactory 3</p>	<p>Meets requirements. Design lacks creativity. Major components of poster or web site are appropriate, but may offer few supporting details or attempts to engage audience. Lacks accuracy in plot description and critiques. Message is comprehensible, but may take effort on part of audience. Errors may detract from understanding.</p>
<p>Needs Improvement 2</p>	<p>Meets some requirements. Design detracts from the information. Includes most required information, but may be very brief, with little detail. In most cases, shows little awareness of audience - often little sense of communication. Understanding of plot is weak. Relies on simple, basic vocabulary and structures with frequent repetition. Errors may interfere with communication.</p>
<p>Requirements Not Met 1</p>	<p>Does not meet requirements. May be incomprehensible, inappropriate, or incomplete.</p>

Research Notes

Criteria	Rating					
	Self			Teacher		
• written entirely in understandable Kwakwala	3	2	1	3	2	1
• clearly organized	3	2	1	3	2	1
• reflects effective research (including at least two Kwakwala print or electronic resources)	3	2	1	3	2	1
• includes relevant, detailed, and accurate information	3	2	1	3	2	1

- Key:** 3 - Good
 2 - Satisfactory
 1 - Needs Improvement

Written Report

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<p>Outstanding 6</p>	<p>Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. Includes credible reasons and explanations. Wide range of vocabulary and idiom supports message and enriches expression. Errors in language use do not detract from meaning.</p>
<p>Strong 5</p>	<p>Information is clear, relevant, accurate, and detailed. Includes credible reasons and explanations to support views. Uses a range of useful vocabulary, idiom, and structures, with some repetition. May include some structural, tense, or aspectual errors, but these do not obscure meaning.</p>
<p>Competent 4</p>	<p>Information is clear, relevant, and accurate. Presents some detail to support views, but links between ideas may be weak in places. Structures tend to be repetitive, and there are few transition words, resulting in a lack of flow. Vocabulary and idiom tend to be basic and concrete. May include errors in tense, aspect, or structure, but meaning is clear.</p>
<p>Developing 3</p>	<p>Information is relevant and accurate, but may be unclear in places. Presents some detail to support views, but links between ideas may be weak or confusing. May misuse or omit transition words. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, aspect, structure, and occasionally spelling (indicating the student did not use a dictionary or other resources to check his or her work), but these do not seriously affect meaning.</p>
<p>Underdeveloped 2</p>	<p>Attempts to address the topic. Presents some accurate information, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of Kwakwaka'wala idiom. Errors in tense, aspect, structure, and spelling may make it difficult for the reader to understand the meaning in places. Transition words may be omitted or misused. The writing tends to be choppy and repetitive, and lacks a sense of logical organization.</p>
<p>Requirements Not Met 1</p>	<p>Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer's view.</p>

Creative Presentation

Peer Evaluation Sheet

liGəm (Name): _____

n̄aləʔenaȳas (Date): _____

Name of Presenters: _____

	Excellent	Good	Weak
All the elements are included.	3	2	1
Creativity is evident.	3	2	1
Presentation is appropriate and interesting.	3	2	1
Message is clear.	3	2	1

Total: / 12

Comments:

The most interesting part of this presentation was: _____

I liked it when the presenters said: _____

I learned: _____

What I would do differently: _____

Suggestion(s) for the presenters: _____

Prepared Oral Interactions and Discussions

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<p>Outstanding 6</p>	<p>Information or message is clear, complete, and appropriate to topic. Interaction is effective, expressive, and shows some spontaneity; may include some short pauses. Wide range of useful vocabulary and appropriate idioms. May include errors in tense, aspect and structure, but these do not reduce the effectiveness of the information.</p>
<p>Strong 5</p>	<p>Information or message is generally clear and easy to understand. Interaction is sustained and expressive, but may be hesitant. Some variety in vocabulary; may include some errors in idiom. May include structural, tense and aspectual errors, but these do not obscure the message.</p>
<p>Competent 4</p>	<p>Information or message is appropriate to topic. Interaction is sustained but may be hesitant with frequent short pauses; some expression. Appropriate, basic vocabulary; may include errors in idiom. May include errors in tense, aspect and structure which weaken but do not interfere with the message.</p>
<p>Developing 3</p>	<p>Information or message is appropriate to topic, but may be unclear in parts. Interaction is hesitant, with long pauses; some expression. Vocabulary tends to be basic and repetitive, with little appropriate use of Kwakwala idiom. Errors in tense, aspect and structure interfere with the message.</p>
<p>Underdeveloped 2</p>	<p>Some parts of the information or message are unclear and may be inappropriate. Interaction is stilted, with little or no expression, and extremely hesitant, with very long pauses. Vocabulary is minimal and repetitive, with little appropriate use of Kwakwala idiom. Errors in tense, aspect and structure undermine the message.</p>
<p>Requirements Not Met 1</p>	<p>Information or message is unclear, incomplete, or inappropriate. No interaction or flow of language.</p>

Introductory Kwaḵwala 11

Topic: *Memories*

1. PRESCRIBED LEARNING OUTCOMES

Communicating: Exchanging Information

It is expected that students will:

- ask and respond to questions with question words such as 'ma "what", *angwa* "who", *wilakw* "when", *widi* "where", and *gans* "how many".
- exchange information about activities, people, places, and things.
- use learned expressions and phrases in past, present, and future.

Communicating: Presenting Information

It is expected that students will:

- recognize and use numbers in a variety of conventions - e.g., telling time, writing dates, addresses and phone numbers.
- identify and use expressions of time.
- recognize events as past, present, or future.
- narrate or describe events and experiences in logical progression, using conjunctions such as *dhu* "and".

Finding Information

It is expected that students will:

- extract, record, and organize relevant information from age-appropriate Kwaḵwala resources to meet information needs.
- explain acquired information in oral, visual, and simple written forms.

2. OVERVIEW

The teacher developed a series of activities over a two-week period in which students shared memories from different times in their lives (real or fictional), as well as things students would like to accomplish in the future. The teacher used performance rating scales to evaluate students' reading comprehension, oral presentations, spontaneous oral responses, and written work.

3. PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher introduced the unit by showing the class a number of objects and photos that represented events and relationships in the teacher's own life. The teacher described each object, along with the memories it evoked. During this activity, the teacher modelled a variety of vocabulary and patterns that could be used to describe past events - e.g.,
 - *Ge'man _____ gada.*
(*This is my _____.*)
 - *yagwamuxw xasan ['namukw / egas, abamp, ump, gagas, anis] gaxan.*
(*My [friend, mother, father, granny, aunt] gave it to me.*)
 - *K'walis'muxw ax'nuxws.*
(*He/she made it him/herself.*)
 - *Kalwanamuxw xax yas hit'amo'tix.*
(*He bought it when he was a young man.*)
 - *Gayutfuxw xax laxis _____.*
(*He got it from his _____.*)
 - *Gayutfuxw laxa _____.*
(*It's made from _____.*)
- The teacher explained that students would also be sharing some of their memories with the class, using objects and photos to accompany their presentations. Students were given the choice of whether they wanted to present actual events and memories from their lives or to invent fictional material.
- The class brainstormed a list of some significant moments they had experienced - e.g.,
 - *Masi' ikanxi'sis malgwaḵus?*
(*What is your favorite memory?*)
 - *ḵaḵot'ḵa kan ḵwaxto'yi*
(*learning to ride a bike*)
 - *ma'wa*
(*moving*)
 - *La'muxw galabantfuxwda ḵaḵot'ḵaḵsi.*
(*School is going to start.*)
- The teacher provided students with a short article to read about a well-known

Kwakwaka'wakw person. The article described the person's childhood and made connections to the person's accomplishments as an adult.

- The class discussed the information in the article and identified key vocabulary and structures used to describe past experiences.
- In small groups, students created lists of useful language for describing past and future experiences. They brainstormed words and phrases they had previously learned, looked through written material, and used their dictionaries. The teacher compiled the lists from each group into a class chart.
- In Kwakwala, each student prepared a list of ten significant moments or memories (real or invented) that he or she could comfortably share with the class. Students consulted classmates, the teacher, and other resources for vocabulary as they worked. For each event or memory, they recorded brief descriptions that included what happened, who was involved, and when it occurred. Students gave their lists to the teacher, who used the information to create a "people search" chart. Students then interviewed their classmates (in Kwakwala) to fill out the chart with information such as the following:
 - *Su'ma'e lax dax kwisgilas?*
(Are you the person who went on a vacation?) [Literally: ...went far away]
 - *Su'ma'e nagwamps _____?*
(Are you the sister-in-law of _____?)
 - *Su'ma'e tsosu' suxda alumasix otamabil ka'es ma'yutdam?*
(Are you the person who got a car for your birthday?)
- The teacher circulated, observing students and offering assistance and feedback about their oral use of language.
- The teacher repeated the activity, focusing on future plans. These could be real plans or fictional ones - e.g.,
 - *Watakila kan le'e kweyge'.*
(I want to ride a horse.)

- *La'man laf kakofa kan dagwada'an.*
(I am going to learn to be a doctor.)

- The teacher asked each student to prepare a short oral presentation describing three favourite memories and one of their future plans. The presentation also had to include an object or photo for each memory or future plan. The teacher reminded students that they could present real or fictitious information.
- The class discussed criteria for the presentations and expanded on the list of useful vocabulary and structures.
- Students practiced their presentations with partners, who provided feedback and support. They also practiced asking and responding to questions.
- Students then took turns presenting their memories and future plans to the class. At the end of each presentation, classmates were encouraged to ask questions. The teacher provided a recording form that students completed using information from the presentations. Information included:
 - the name of the presenter
 - the three memories described
 - the future plan described
 - description of the objects or photos
 Students also recorded the questions they asked during the presentation.
- Students were asked to select their favourite memory or future plan and either write a short paragraph about it, draw a cartoon with captions, or write a song or poem.

4. DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed the following criteria with students. The teacher explained that in all assignments, the most important feature would be students' ability to communicate meaning.

Oral Presentation

To what extent does the student:

- do the presentation entirely in understandable Kwakwala
- provide relevant information and examples for three memories and one future plan
- sustain use of Kwakwala (may pause or hesitate frequently, but pauses do not impede communication)
- pronounce most words accurately and attempt to model correct intonation
- self-correct as needed (e.g., restarting, repeating a word or phrase)
- use appropriate verb tenses and other language structures to differentiate among past, present, and future time
- attempt to engage the audience by including interesting or humorous details or by using new or unfamiliar language

Listening Record

To what extent does the student:

- include all required information
- include at least three appropriate questions

Creative Response to Memories

To what extent does the student:

- include relevant and creative detail
- show consideration for the audience (e.g., varied, eye-catching)
- provide a comprehensible message
- show appropriate organization of information
- attempt to engage the reader
- use a range of appropriate vocabulary, including new vocabulary, to support and enrich the message

**5. ASSESSING AND EVALUATING
STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate students' work on this unit. Students were given copies of the rating scales and discussed them before they began working on their assignments.

Memories Oral Presentation

Criteria	Rating	Comments
• makes sense and is easy to follow		
• provides relevant information and examples for three memories and one future plan		
• sustains use of Kwaḱwala (may pause or hesitate frequently, but pauses do not impede communication)		
• pronounces most words accurately and attempts to model correct intonation		
• self-corrects as needed (e.g., restarting, repeating a word or phrase)		
• uses appropriate verb tenses and other language structures to differentiate among past, present, and future time		
• attempts to engage the audience by including interesting or humorous details or by using new or unfamiliar language		
Overall Rating		

- Key:** 3 - Strong
 2 - Satisfactory
 1 - Needs improvement
 0 - Not demonstrated

Listening Record

Rating	Criteria
Strong 4	All required information is recorded clearly and accurately.
Satisfactory 3	Most required information is recorded clearly and accurately.
Partial 2	Some accurate information is recorded for at least two memories; may be vague or hard to follow in places.
Weak 1	Some accurate information is recorded; may be somewhat confusing.

Questions Asked During Presentations

Rating	Criteria
Strong 4	All three questions are clear, logical, and appropriate (i.e., call for clarification or elaboration of information previously presented).
Satisfactory 3	Two questions are clear, logical, and appropriate.
Partial 2	At least two questions are understandable and appropriate.
Weak 1	Attempts to ask at least one question. Unclear; may be irrelevant or illogical.

Visual or Written Creative Response to Memories

Criteria	Rating	Comments
Criteria: Visual Response:		
• includes relevant and creative detail		
• shows consideration for the audience (e.g., varied, eye-catching)		
• provides a comprehensible message		
Overall Rating for Visual Response		
Criteria: Written Response:		
• shows appropriate organization of information		
• attempts to engage the reader		
• uses a range of appropriate vocabulary, including new vocabulary, to support and enrich the message		
Overall Rating for Written Response		

- Key:** **3** - Independently / with minimal support
2 - With some support
1 - With continuing support
0 - Not demonstrated



APPENDIX C

Generic Assessment Tools

STUDENT JOURNALS

Assessment of student performance may also be supported through the use of journals. Student journals are powerful tools for encouraging students to reflect on their experiences. Journals may be quite structured, or they may be general reviews of the events of the week in the Kwakwala class. Entries may comment on specific activities or provide broad reflections on progress or issues.

A journal is an important method of communication between student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance to develop skills.

Teachers can respond to student journals in letters, with short comments in the journal, or verbally to students.

Prompts for Daily Journal Reflections

Today we talked about / learned / participated in:

I tried to:

I asked:

I found out:

I wish I had:

One question I'm taking away to think more about is:

The steps I took to participate effectively were:

The problems I encountered were:

To solve these problems I:

The resources and people I used to help were:

Reflection on an Activity / Project

liGəm (Name): _____

naləʔenayʼas (Date): _____

Activity / Project Title:

Activity / Project Description:

The most surprising aspect of this activity / project for me was:

I would like to find out more about:

If I were to do this activity / project again I would:

I could help a student who is doing a similar activity / project by:

The biggest problem I had was:

I solved this problem by:

What I enjoyed most about this activity / project was:

STUDENT / TEACHER INTERVIEWS

Interviews can provide valuable information about students' understanding, thoughts, and feelings about their study of Kwakwala. Interviews may give students opportunities to reflect on the unit of study and the teacher a chance to gather information about students' knowledge and attitudes, as well as diagnose student needs. An interview may take the form of a planned sequence of questions which lead to open-ended discussions, or require independent completion of specific questions. Informal interviews between the teacher and students should take place on a regular basis throughout instruction.

Student / Teacher Interviews

Questions	Teacher's Notes
<ul style="list-style-type: none"> • How do you feel about your participation in this activity? • What do you think about _____? • How does your group feel about you? • Did you have any new thoughts when _____? • How did you go about _____? • Tell me another way of doing _____. • What would happen if _____? • Why did you _____? • What did or did not work? • Tell me what you learned from _____. • What else would you like to know? • Is there anything you would like to change? • How well do you think you've done? • Tell me how or where you might use _____? • What communication skills did you teach or learn? 	

This form is to be translated into Kwaḵwala for use with students with more advanced language skills.

Peer Assessment Sheet For Students

Name: _____

Presenter: _____

The most enjoyable part of this presentation was: _____

The part I would do differently is: _____

One suggestion I have for the presenter is: _____

One thing I learned in Kwakwaka that I could use in another situation is: _____

CHECKLISTS

Checklists allow the teacher to observe the entire class “at a glance.” They provide quick reference sheets that can identify specific information regarding student attitudes, knowledge, or skills. Checklists allow the teacher to create individual record-keeping

systems, such as by date, level of skill proficiency, or use of a simple checkmark identifying a yes or no. Checklists can be useful in developing learning profiles that indicate growth over time. Checklists may be created to gather information about student co-operation, participation, attitude, leadership, or skill development.

Group Observation Form

Student Name: _____ **Date:** _____

Course: _____ **Class / Block:** _____

Skill / Concept: _____

Criteria to be observed:

	Good 4	Satisfactory 3	Improving 2	Experiencing Difficulty - 1
Names of Students				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Participation Profile

Class / Block: _____ Date: _____

Activity(ies): _____

Student Names

Effort on task								
Encourages others to participate								
Enjoys participating								
Participates willingly								
Participates when encouraged								
Reluctant to participate								



APPENDIX D

Acknowledgements

APPENDIX D: ACKNOWLEDGEMENTS

School District 85 (Vancouver Island North) and the First Nations Education Council initiated development of the Kwakwala 5-12 Integrated Resource Package (IRP) in 2008, to meet the expressed need for an IRP to honour the language used in local First Nations communities.

Two earlier documents provided the source material for this IRP: The Kwakwala 5-7 IRP developed by Donna Cranmer of T'hisalagi'lakw School in Alert Bay, and the Liq'wala / Kwakwala 5-12 IRP developed by School District 72 (Campbell River). The Kwakwala 5-7 IRP was drafted with the financial help of the 'Namgis Education Council.

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APPENDIX D: ACKNOWLEDGEMENTS

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Da'naxda'xw

T'laƙwadzi - **Chief Norman Glendale**
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KWAƘWALA LANGUAGE EXAMPLES - GRADES 11 AND 12

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APPENDIX E

Kwakwala Alphabets

KWAĶWALA ALPHABETS

As theirs was an oral society, the Kwakwaka'wakw people did not originally have a writing system. All resources, stories, songs, and history in the Kwakwala language were handed down orally from one generation to another. After European contact, various writing systems were created - some using the characters of the English alphabet, and others based on the International Phonetic Alphabet.

This Integrated Resource Package uses two different alphabets:

- The **U'mista Alphabet** is a practical alphabet that was developed to be easily writable on an English-based typewriter or computer. It has been adopted by the U'mista and Nunwakola Cultural Societies, and is used in many communities and schools on Northern Vancouver Island and the mainland. Kwakwala language examples in the Grades 5 to 7 and Introductory 11 sections of this IRP are written in the U'mista Alphabet. A chart of the symbols used in this writing system may be found on page E-4.
- A version of the **North American Phonetic Alphabet** (NAPA) is used at the G^waʔsəla-Nak^waxdaʔχ^w School in Port Hardy. Kwakwala language examples in the Grades 8 to 12 sections of this IRP are written in this alphabet, and a chart of the symbols used may be found on page E-5. The letters which represent the sounds of Kwakwala are arranged in an order commonly used by linguists - according to how and where the sounds are articulated in a speaker's mouth - rather than in English alphabetical order.

All human languages are structured in terms of individual units of sound. Many writing systems are based on representing each distinctive sound of a language with a distinctive symbol or letter. This one-to-one correspondence between symbols and sounds

allows students to accurately pronounce words based on their written form, once they have learned what each symbol stands for.

However, the different writing systems being used for Kwakwala have some similarities and some differences in the letters used to represent the sounds of the language. The chart on page E-6 compares the U'mista Alphabet, the North American Phonetic Alphabet, and four other Kwakwala alphabets. The chart and the discussion following it were developed by Marianne Nicolson and Dr. Adam Werle, with additional material provided by Dr. Patricia Shaw.

All six of these alphabets systematically represent the unique sounds of Kwakwala. In addition to these, other writing systems have been created for Kwakwala, such as that developed by the Reverend Alfred James Hall. However, this system could not be added to the chart, as it does not consistently represent each Kwakwala sound with a unique symbol.

KWAĶWALA ALPHABETS AND THE IRP

It is important to note that this IRP does not intend to prescribe either the U'mista system or the North American Phonetic Alphabet as the "correct" way to write or spell Kwakwala words.

However, teachers are strongly encouraged to select one systematic writing system and use it throughout the school year, to consistently represent the unique sounds of Kwakwala with consistent spellings.

At the high school level, students may wish to explore alternate writing systems, or study the development of the Kwakwala alphabets. Students should be assured that no writing system is better than another. In fact, students should feel welcome and be encouraged to research all the systems that are and have been used for writing Kwakwala.

KWAKWALA ALPHABET

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a amlam  toy	b busi  cat	d digwayu  pile driver	dl dios  tree	dz dzamba  jeans	e egas  girl's friend
g gala  grizzly bear	gw gwasu  pig	g giwas  deer	gw gwa'yam  whale	h hamumu  butterfly	i ikt'sam  abalone shell
k kat'sanak  spoon	kw kwikw  eagle	k kawayu  knife	kw kwa'sta  cup	k ku'lugwayu  arrow	kw kwakwani  crane
k kuinis  crab	kw kwagayu  flashlight	l lagu  strawberry	t takwis  bow	m max'inux  black fish	n nagat'si  pail
o yola (as moar)  wind	p pa'is  flounder	p patla  plane	s siwayu  paddle	t taminas  squirrel	t tutu  star
ts tsela'yu  canoe bailer	t's tsawi  beaver	tt ttatami  hat	tt ttakwa  copper	u u'ligan  wolf	w watsa  watch
x xisiwe'  wolf headdress	xw xwakwana  canoe	x xagam  comb	xw xwalgwam  dogfish	y yadan  rattle	' watsi (sleep sign)  dog

THE NORTH AMERICAN PHONETIC ALPHABET:

KWA'KWALA CONSONANTS

p t c ʔ k k^w q q^w ʔ

p̣ ṭ c̣ ʔ̣ ḳ ḳ^w q̣ q̣^w

b d d^z λ g g^w G G^w

s ɬ x x^w χ χ^w h

m n l y w

ṃ ṇ ḷ ỵ ẉ

KWA'KWALA VOWELS

i ε e a o u ə

SIX KWAKWALA ALPHABETS

U'mista	a	ḁ	b	d	dł	dz	e	g	gw	ḡ				
Grubb	a	e	b	d	dl	dz	eh	g	gw	ḡ				
Liḡwala	a	ə	b	d	λ	d ^z	e, ē	g	g ^w	ḡ				
NAPA	a	ə	b	d	λ	d ^z	ε, e	g	g ^w	G				
IPA	a	ə, a, ɪ, ʊ	b	d	dl	dz	ε, e	g ^j	g ^w	G				
Boas	a, ā	E, ǎ, î, ŭ	b	d	ɫ	dz	ä, ê	g·	gw, g ^u	ḡ				
gw	h	i	k	kw	ḱ	kw		ḱ	ḱw	ḱ				
ḡw	h	i	k	kw	k'	kw'		ḱ	ḱw	ḱ'				
ḡ ^w	h	i	k	k ^w	ḱ	ḱ ^w		q	q ^w	ḡ				
G ^w	h	i, ε	k	k ^w	ḱ	ḱ ^w		q	q ^w	ḡ				
G ^w	h	i, e	k ^j	k ^w	k ^j	k ^{wj}		q	q ^w	q'				
ḡw, ḡ ^u	h	i, î, e, ē, ë	k·	kw, k ^u	k·!	k! ^w , k! ^u		q	qw, q ^u	q!				
ḱw	l	ł	ł	m	'm	n	'n	o	p	p'	s	t	ł	łł
ḱw'	l	ł	łh	m	m'	n	n'	o	p	p'	s	t	t'	łł
ḡ ^w	l	ł	ł	m	m'	n	n'	o	p	p'	s	t	ł	łł
ḡ ^w	l	ł	ł	m	m'	n	n'	o	p	p'	s	t	ł	łł
q ^w	l	ł'	ł	m	m'	n	n'	o, ɔ	p	p'	s	t	t'	łł
q! ^w , q! ^u	l	ɛł	ł	m	εm	n	εn	â, ô	p	p!	s	t	t!	L
łł	ts	łs	u	w	'w	x	xw	ḱ	ḱw	y	'y	'		
łł'	ts	łs'	u	w	w'	x	xw	ḱ	ḱw	y	y'	7		
łł	c	ł	u	w	w'	x	x ^w	ḱ	ḱ ^w	y	y'	?		
łł	c	ł	u	w	w'	x	x ^w	χ	χ ^w	y	y'	?		
t'ł	ts	t's	u, o	w	w'	x ^j	x ^w	χ	χ ^w	j	j'	?		
L!	ts	ts!	u, ū, o, ō	w	εw	x·	ḱw, ḱ ^u	x	xw, x ^u	y	εy	ε		

The spelling systems presented in the chart above differ in both obvious and subtle ways. We will offer here some further background on each alphabet.

The Boas alphabet was the first accurate Kwakwala alphabet, and is used in the linguistic and ethnographic materials produced by George Hunt and Franz Boas. While a knowledge of the Boas alphabet is necessary to take advantage of these important, early sources, it is more

complicated than necessary for most purposes, and is the least like other Kwakwala alphabets in use today.

The U'mista alphabet is a practical alphabet that is intended to be writable on a normal typewriter. It is based on the alphabet devised by Randy Bouchard for Aboriginal languages in British Columbia. It has been adopted by the U'mista and Nunwakola Cultural Societies, of Alert Bay and Kingcome Inlet, respectively.

Very close to the U'mista alphabet is the one used in David Grubb's 1977 Kwakwala dictionary. This is another practical alphabet, and differs from the U'mista one only in a few symbols, and in its placement of apostrophes on hard sounds.

The alphabet adopted for Liq'wala by School District 72 is based on symbols in wide use among linguists in North America, representing what is sometimes called an *Americanist* transcription. Although there is no Americanist standard, the Liq'wala alphabet follows most of the recommendations of George Herzog et al.

(1934). The alphabet adopted by the G'aʔsəla-Ŋak'axdaʔχ'w school in Port Hardy and the University of British Columbia First Nations Languages program is another variation of the North American phonetic alphabet (NAPA).

We also provide, for comparison, the sounds of Kwakwala written in the International Phonetic Alphabet (IPA). Unlike Americanist transcription, the IPA is an international standard, and is maintained and promoted by the International Phonetic Association. (See the Association's 1999 *Handbook*, or their website at www.arts.gla.ac.uk/IPA.)

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