

SIM'ALGAHL NISBA'A

5 TO 12

Integrated Resource Package

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

This Integrated Resource Package (IRP) provides some of the basic information that

teachers require to implement the NisPa'a 5 to 12 curriculum.

THE INTRODUCTION

The Introduction provides general information about the NisPa'a 5 to 12 curriculum, including special features and requirements. It also provides a rationale for the teaching of NisPa'a 5 to 12 in B.C. schools.

THE NISPA'A 5 TO 12 CURRICULUM

The NisPa'a 5 to 12 curriculum is structured in terms of curriculum organizers. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- Learning outcome statements for each subject area
- Suggested instructional strategies for achieving outcomes
- Suggested assessment strategies for determining how well students are achieving outcomes
- Learning resources

Learning Outcomes

Learning outcomes set out the knowledge, enduring ideas, issues, concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in measurable terms. All learning outcomes complete this stem: "It is expected that students will" Outcome statements have been written to enable teachers to use their experience and professional judgment 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 judgment 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 outcomes.

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. Teachers are free to adapt the suggested assessment strategies; they are suggestions only.

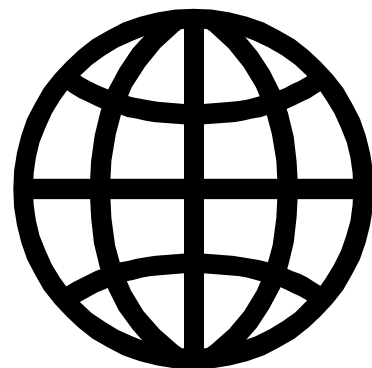
Learning Resources

The learning resources in this IRP are materials that have been reviewed and evaluated by the members of the NisPa'a 5 to 12 development team. They are typically materials suitable for student use, but they 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 main body of this IRP are those that have a comprehensive coverage of significant portions of the curriculum, or those that provide a unique support to a specific segment of the curriculum. 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 learning outcomes for the curriculum arranged by grade and curriculum organizer.
- **Appendix B** contains a comprehensive, annotated list of the learning resources for this curriculum.
- **Appendix C** outlines the cross-curricular reviews used to ensure that concerns such as equity, access, and the inclusion of specific topics are addressed by all components of this IRP.
- **Appendix D** contains assistance for teachers regarding provincial evaluation and reporting policy. Learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- **Appendix E** acknowledges the many people and organizations that have been involved in the development of this IRP.



INTRODUCTION

NISBA'A 5 TO 12

INTEGRATED RESOURCE PACKAGE

This Integrated Resource Package (IRP) sets out the curriculum for NisPa'a language education, grades 5 to 12. The study of NisPa'a language and culture is intended to enable learners to communicate in NisPa'a. It also provides opportunities for students to gain insights into their own cultures and encourages the development of intercultural sensitivity.

PRINCIPLES OF LEARNING

Provincial educational 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 assessment that occurs. The development of this NisPa'a 5 to 12 IRP has been guided by 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.

PERSPECTIVE

The NisPa'a language (NisPa'a) was central to the culture and the way of life of the NisPa'a in the Nass Valley. There is a growing concern about the loss of this unique language as each succeeding generation of NisPa'a grows away from the original culture, a culture which was intact until the late 1800's. NisPa'a is being spoken at fewer functions as the NisPa'a lose more fluent speakers. It is spoken infrequently in the home.

The loss of the NisPa'a language, the foundation upon which the culture of the NisPa'a was built would mean the loss of the social structure, oral history, wisdom,

traditional fishery and forestry technology, medical practices, and the values and standards that the NisPa'a have taken centuries to develop. It would mean the loss of the NisPa'a identity. This loss will also impact the mainstream. This philosophy, with the language in tact, would contribute to a healthy and sustainable ecosystem.

International research has shown that "one of the signs of gradual death of a language is when young people are more fluent in English and acquire only minimal proficiency in their Indigenous language ..." (Heather Blair, 1997). With the English language as the vehicle for the transmission of Ministry of Education mandated curriculum in the province of British Columbia, and with the NisPa'a communities changing their means of communication, out of necessity, it becomes increasingly challenging to maintain the NisPa'a language. To not teach NisPa'a in the schools would bring it to the final stages of extinguishment.

School District No. 92, NisPa'a exists to ensure the continuation of NisPa'a language and culture by teaching it in the schools. This curriculum is designed to serve the needs of all students, whether or not they have exposure to the language in the home. The aim of this language education is to develop communication skills and promote the lifelong learning and positive attitudes that encourage awareness and understanding of cultural diversity. Holistic development will be the focus of the curriculum.

The learning of the language will benefit the children of Nisga'a descent who attend schools in other parts of the province as well as the students in School District No. 92, Nisga'a. This IRP and accompanying learning resources will be of benefit to all those wishing to learn the Nisga'a language.

RATIONALE

Aboriginal languages were given by the Creator as an integral part of life. Embodied in Aboriginal languages is our unique relationship to the Creator, our attitudes, beliefs, values and the fundamental notion of truth. Aboriginal language is an asset to one's own education, formal and informal. It contributes to greater pride in the history and culture of the community; greater involvement and interest of parents in education of their children; and greater respect for the Elders. Language is the principle means by which culture is accumulated, shared and transmitted from generation to generation. The key to identity and retention of culture is one's ancestral language.

- AFN Declaration on Aboriginal Languages

Since the NisPa'a language was central to the culture and way of life of the NisPa'a of the Nass Valley, a NisPa'a language study will promote the students' knowledge and understanding of their language and culture. The NisPa'a study will enable students to develop the knowledge, skills, and attitudes needed to understand and communicate effectively, offering lifelong enjoyment as well as expanded career opportunities.

In speaking NisPa'a to create and convey meaning, students will be able to express their individuality. Increasing knowledge of language learning processes in general, will be a benefit to the students studying NisPa'a. Communications in real-life situations contributes to students' self-confidence, risk-taking skills, interpersonal skills, and critical-thinking skills. NisPa'a language is accepted as a second language requirement at the University of British Columbia.

British Columbia will have growing economical and cultural ties with the NisPa'a Nation. Acquiring the NisPa'a language and an understanding of the

NisPa'a culture will provide students with a wide range of career opportunities.

Students will have opportunities to recognize and understand the cultural links that affect communication in NisPa'a (for example, social structure, gender). They will gain insight into and an appreciation of NisPa'a society through exposure to its history, customs, arts, and contemporary culture. NisPa'a language study will enhance the students' understanding of another culture.

THE COMMUNICATIVE-EXPERIENTIAL APPROACH

NisPa'a 5 to 12 endorses what is commonly referred to as the *communicative-experiential* approach. The focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to enhance understanding of the culture. Grammar instruction plays a supportive role - to provide some useful strategies to facilitate communication and comprehension.

The communicative-experiential approach is guided by an educational philosophy that endorses these premises:

- As much as possible, language learning should emulate authentic language use (H. Byrnes)
- The goal of language learning is performance with language rather than knowledge about the language. (M. Met)
- Language develops in a series of approximations toward native-like norms. Language learning is *not* the accumulation of perfectly mastered elements of grammar and vocabulary. Thus, learner errors are unavoidable. (H. Byrnes)
- Language proficiency involves both comprehension and production. Comprehension abilities tend to precede and exceed productive abilities. (M. Met)

Language is extricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (U. Osgood)

- Language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. (R. Oxford)
- The ability to perform with language is facilitated when students actively engage in meaningful, authentic, and purposeful language-learning tasks. (M. Met)
- Assessment reflects instructional goals and is performance oriented. (J. Larson)
- Technology and textbook materials play a support role for language-learning goals; they should not determine curriculum. (J. Larson)
- Teachers are qualified in the languages they teach; this implies proficiency in the language, experience with the cultures represented by the language, and pedagogical expertise specific to the language. (J. K. Phillips)

(Adapted from: "Teaching and Learning K-12 Authentic Instruction Communication," Section 7.19, ASCD Curriculum *Handbook*, September 1994.)

In following the communicative-experiential approach, prescribed learning outcomes in this IRP are expressed in terms of tasks to be performed. Assessment and evaluation of language acquisition focus on students' abilities to understand others and to express themselves comprehensively and appropriately. They do not focus on the mastery of grammar for its own sake.

LANGUAGE-LEARNING STRATEGIES

Language-learning strategies are important components of a language program and are now being recognized as an essential part of successful language learning. Examples of such strategies include using visual clues; cognates; a variety of writing processes such as

brainstorming, sharing, revising, editing, and publishing; and 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 shows the complete range of strategies suggested for each grade. By Grade 12, students should be using the full range of strategies.

INTRODUCTION TO NISPA'A 5 TO 12

LANGUAGE-LEARNING STRATEGIES

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

<p style="text-align: center;">Grade 5</p> <ul style="list-style-type: none"> • Use visual and contextual clues to guess meaning • Use mim, gesture, and props to help convey meaning • Repeat alone and with others to practise and reinforce new vocabulary and language patterns • Record ideas or expressions using NisPa'a words • Listen attentively and participate in activities 	<p style="text-align: center;">Grade 6</p> <ul style="list-style-type: none"> • Predict meaning • Use formula phrases, including greetings and expressions of politeness • Actively seek help by asking for clarification and repetition • Connect new topics to personal experience • Develop personal notebooks or dictionaries to record new vocabulary 	<p style="text-align: center;">Grade 7</p> <ul style="list-style-type: none"> • Recognize known words and cognates in new contexts • Ask for specific words in NisPa'a while continuing communication • Listen to and practise pronunciation of the written word • Group new items into categories that are personally meaningful • Self-evaluate progress by comparison with earlier performance or personal goals • Continue to record new vocabulary and phrases
<p style="text-align: center;">Grade 8</p> <ul style="list-style-type: none"> • Recognize and use common patterns • Use word web charts, tables, and other graphic organizers to support oral and written expression • Reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases 	<p style="text-align: center;">Grade 9</p> <ul style="list-style-type: none"> • Recognize and use common patterns • 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 • Use a variety of writing forms to convey personal meaning (e.g., NisPa'a words, illustrations) • Plan ahead for communicative activities by anticipating language and resources needed 	<p style="text-align: center;">Grade 10</p> <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 personal goals in language skills and monitor their progress
<p style="text-align: center;">Grade 11</p> <ul style="list-style-type: none"> • Rephrase in NisPa'a to compensate for unknown expressions • Make personal notes to use as 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 	<p style="text-align: center;">Grade 12</p> <ul style="list-style-type: none"> • Negotiate meaning by using questions and other techniques in NisPa'a for clarification • Summarize information in oral, graphic, and written forms • Use dictionaries and other reference materials to clarify meanings of unknown words and expressions • Seek out and create practice opportunities in and out of the classroom 	<p style="text-align: center;">Introductory Grade 11</p> <ul style="list-style-type: none"> • Use visual and contextual clues to guess meaning • Use mime, gesture, and props to convey meaning • Use prior knowledge of topics to predict meaning by connecting new topics to personal experience • 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 for comprehension and production • Set personal goals in language skills and monitor their progress

CURRICULUM ORGANIZERS

The components of this IRP are categorized under four curriculum organizers. These organizers are based on common reasons people have for wanting to learn a second language and have been used to group the learning outcomes, suggested instructional strategies, suggested assessment strategies, and learning resources. The curriculum organizers are:

- **Communicating** - in order to communicate with other people
- **Acquiring Information** - to acquire information for a purpose
- *Experiencing Creative Works* - to experience creative works for enjoyment
- *Understanding Culture and Society* - to interact with and appreciate another culture

These curriculum 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. They focus attention on the most important purposes for studying a second language. In the classroom, however, they should not be treated separately but should be integrated into most activities.

Communicating

A fundamental aim of Nisga'a language education is to enable students to communicate with others in Nisga'a. Communication in Nisga'a should be used to establish and maintain relationships, to share ideas and opinions, and to get things done. The Communicating organizer embraces a variety of communication skills listening, reading, speaking, writing, viewing, and representing-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.

Acquiring Information

In this age of rapidly expanding information, it is important for students to develop the ability to understand and acquire information from original sources in Nisga'a (e.g., Nisga'a videos, the newspaper, business and job advertisements, recipes, restaurant menus, schedules) 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.

Experiencing Creative Works

Students learn a language most effectively and enjoyably when they experience and enjoy it through music, film, video, art, poetry, and other forms of creative expression such as storytelling by elders or other members of the cultural community. Students will be motivated to continue their language studies in Nisga'a when they have frequent opportunities to listen to, respond in personal ways to, view, and eventually read creative works.

Understanding Culture and Society

Students need opportunities to explore a variety of cultural experiences in order to appreciate the Canadian mosaic. When students communicate with others in Nisga'a and participate in cultural experiences, they gain insight into the role of culture. Through exploring the Nisga'a language, its cultural context, and its world, students develop understanding of diverse

perspectives and can better appreciate the role of other cultures, as well as their own.

INTEGRATION WITH OTHER CURRICULA

When Nisga'a is seen as a practical means of communication, not just a narrow field of language study, many opportunities open up for integration with other curricula. The learning outcomes are deliberately open in nature to encourage teachers and students to make links to other areas of study, through activities 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. (See Appendix D for examples of integrated units.) Integration in the elementary classroom is easier and may begin with daily routines and procedures conducted in Nisga'a. In this way students will see Nisga'a as a living language and not just another school subject.

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the learning outcomes. The strategies may be teacher-directed, student-directed, or both.

There is not necessarily a one-to-one relationship between learning outcomes and 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 students and respond to local requirements.

SUGGESTED ASSESSMENT STRATEGIES

Teachers determine the best assessment methods for their students. The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance. Some strategies relate to particular activities, while others are general and could apply to any activity.

Assessment in Nisga'a

Since language is acquired in a spiraling and recursive process, students must be guaranteed a stimulating environment where risk taking is encouraged and where 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.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and 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 learning goals, and determine areas for further 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 to use. Assessment focusses on the critical or significant aspects of the learning students will be asked to demonstrate. Students

benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated 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 judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, 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 pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance using the Foundations Skills Assessment administered throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)
- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- Performance Assessment (XX0246)
- Portfolio Assessment (XX0247)
- Student-Centred Conferencing (XX0248)
- Student Self Assessment (XX0249)

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues

are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus/Career Development
- Special Needs
- Multiculturalism/Anti-Racism/English as a Second Language (ESL)
- Gender Equity
- Aboriginal Education
- Information Technology
- Science-Technology-Society
- Environment/Sustainability
- Media Education

(See Appendix C: Cross-Curricular Interests for more information.)

Exemptions from the Language Policy

Ministry of Education, Skills and Training 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 taking a second language. An exemption will apply to a student who is:

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

ESL Students and Second-Language Study

Teachers of students for whom English is their 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 instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers and key visuals. Nisga'a teachers are encouraged to use a wide range of appropriate adaptations to instruction and assessment to meet the needs of individual students.

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 of its focus on the communicative-experiential approach. Adaptations to instructional strategies, activities, and evaluation methods may be required 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 a student is exempted due to special needs, this 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 an alternative communication

system such as Bliss symbols or voice-activated computer 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 Nisga'a language-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 location of 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 the student's level of understanding.
 - Provide functional, practical opportunities for students to practise skills.
- ***Adapt Materials and Equipment***
 - Use techniques to 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 on text pages to reduce quantity of visible print.
- Highlight key points in written material.
- Provide software that has variable font size.
- 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.
 - Use adapted computer hardware and appropriate software.
- **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 their progress and set their own goals.

LEARNING RESOURCES

The Ministry of Education, Skills and Training promotes the establishment of a resource-rich learning environment through the evaluation 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 software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising 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 non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes such as independent reading or research. Teachers are expected to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is encouraged.

Some selected resources support cross-curricular integration. The ministry also

considers special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

All learning resources used in schools in B.C. must fall into one of two categories:

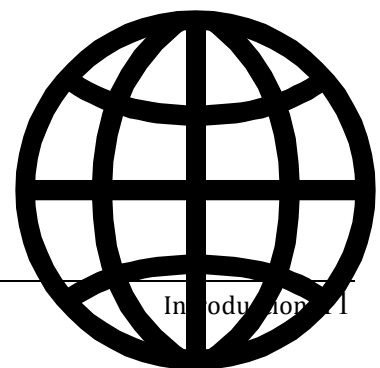
- *Provincially Recommended Materials*

Materials evaluated through the provincial evaluation process and approved through Minister's Orders are categorized as recommended materials. These resources are listed in the *Catalogue of Learning Resources*.

- *Locally Evaluated Materials*

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

The resources listed in this IRP have been approved for use according to School District No. 92, NisPa'a Board Policy 604-R, *Learning Resources*.



CURRICULUM

NISBA'A 5 TO 12

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate information orally using common expressions and vocabulary
- communicate likes and dislikes
- ask and respond to basic questions, largely based on memorized repertoire
- follow classroom instructions given in Nisga'a

For some students, this is their first exposure to a second language. It is important that the experience be non-threatening, rewarding, and enjoyable. Give students every opportunity to hear, repeat, and play with the language. As often as possible, use Nisga'a in daily classroom activities and instructions. Encourage students to use other visual aids as well as non-verbal gestures to extend communication.

- Open each day with Calendar Time in Nisga'a. Initially, ask students to respond to questions about the date, time, season, weather, temperature, and how they are feeling that day. Students may eventually take turns opening the day.
- Play Inside-Outside Circles. Have students form two circles, one inside the other. When the music begins, students walk in opposite directions. When the music stops, have students interview the classmate opposite them, using familiar Nispa'a language patterns such as: Aguhl pdeePan?
- Ask students to choose a topic for a class survey (e.g., favourite food, actors, music). Begin with a class brainstorm of the vocabulary they need. Accept suggestions in English but record them in Nisga'a. In pairs, students use a pre-framed structure to gather information. (e.g., What is your favourite ____? I like ____). At the end of the survey, students may graph their findings.
- Have the class respond to real-life instructions. Invite students to play Simon Says in Nisga'a.
- Ask each student to create and maintain a personal picture dictionary. As new Nisga'a words are learned, encourage students to illustrate them in their dictionaries with drawings or magazine clippings.

SUGGESTED INSTRUCTIONAL STRATEGIES**SUGGESTED ASSESSMENT STRATEGIES**

Taking risks is an important part of learning a language. To explore and practice their emerging language skills, students need to

INTRODUCTION TO NISGA'A 5 TO 12

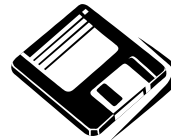
develop the confidence that comes from receiving encouragement and positive feedback. They need to know that errors will be accepted as a necessary part of language learning.

- 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 Nisga'a. They can also sketch, use pictures, or create computer graphics to show their understanding of a brief oral story or paragraph.
- As they engage in communication activities, observe and note evidence that students:
 - listen actively to follow instructions
 - choose the appropriate expression from those they have practiced
 - approximate Nisga'a pronunciation
 - take risks to speak Nisga'a
 - experiment with sounds and words
 - participate willingly in classroom activities in Nisga'a
 - support and encourage each other
 - self correct (evidence of ability to listen to themselves)

LEARNING -RESOURCES



- Nisga'a Alphabet Charts
- Nisga'a Grammar: Greetings Seasons/Weather
- Sim'algaä: Nisga'a Alphabet in Pictures



- Nisga'a Language Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate and use specific information from age-appropriate resources in Nisga'a in

SUGGESTED INSTRUCTIONAL STRATEGIES

Students employ various strategies in learning a new language. At this level, they are encouraged to use a variety of Nisga'a resources to acquire information to perform authentic tasks. Students take an active role in their learning by collecting and using Nisga'a words and short phrases of personal interest and recording them in lists for future use.

- Once students are familiar with daily calendar activities, have them listen to a weather forecast to determine what to wear the next day. Students could draw their clothing choices.
- Review students' knowledge of food vocabulary in Nisga'a. Have students look at a pre-planned menu and have them draw and label some of the foods offered. Then suggest that they produce and conduct a survey of class members' food preferences. Use pre-framed phrases.
- Invite an Elder to class to demonstrate an activity (slicing fish, making is, making fry bread, gathering bark). Use pictures to help reinforce the vocabulary and expressions. have students enter the information in their journals, providing labels, drawings, and comments.
- Choose a simple story with limited vocabulary and considerable visual accompaniment, and tell the story in Nisga'a. Use the visuals to help students understand the story line. To build vocabulary and comprehension, go through the story several times, focussing on the names of characters, specific objects, and so on. As the student become more familiar

with the story, extend the activity by having them:

- dramatize the story
- retell the story using visual prompts
- illustrate the story
- add details to the story, such as weather conditions

SUGGESTED ASSESSMENT STRATEGIES

Students at this level are already using many strategies and resources to access information in their own languages. When they are made aware of these strategies, they are encouraged to use them effectively to learn Nispa'a and are likely to become more confident with authentic Nispa'a materials.

- Use visual representations to assess students' abilities to listen for information. For example:
 - After watching a video, students could create pictures or computer graphics to illustrate key points or answer a question posed by the teacher.
 - After looking at a menu, students could draw the meals they would choose to order.

Criteria should focus on the extent to which students:

- 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
- To check on students' understanding of key information they have heard, viewed, or read, have them classify a list of items (e.g., objects, animals, places, movies, foods) into categories. Look for:
 - recognition of the words
 - use of classroom resources (e.g., catalogues, picture dictionaries, textbooks) for solving problems
 - use of strategies for discovering the meaning of unfamiliar words
- Encourage students to reflect on and assess their strategies for extracting specific information. Ask questions such as:

INTRODUCTION TO NISPA'A 5 TO 12

- Did you find more or less information in Nispa'a than you expected?
- What parts were easy for you?
- What kinds of problems did you have? How did you solve them?

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- View or listen to creative works with visual and contextual support, and respond to them in various ways

LEARNING RESOURCES



- Am'ala
- bringing our ancestors home the repatriation of Nispa'a artifacts
- First Nations journey of justice Grade 5
- From Time Before Memory The People of â'amligihahlhaahl
- ßaaá
- Gibuu
- K'utk'unukws
- Myths and Legends of the Nispa'a: Reader's Theatre
- NaPats'e
- NISPA'A People of the River
- Shared Learnings Integrating BC Aboriginal Content K- 10



- Children of the World
- First Nations journey of justice: Introduction to Storytelling
- Klahanie: Oolichan Fishing, Fishery Bay
- Sheena of Canada



- Nispa'a Eiders

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers should provide adequate visual and contextual support to enable students to fully appreciate and enjoy Nispa'a creative works. Students may recognize some of the language in these works and use their growing range of language - learning strategies to predict meanings of new expressions.

- Throughout the year, play Nispa'a songs with easy lyrics, memorable melodies, and appealing rhythms. Give students many opportunities to hear the songs, during which they identify the rhythm, then clap or drum the song. If appropriate, provide illustrations to accompany the song. Eventually, encourage students to sing along.
- Use pictures and key words from simple illustrated storybooks for pre-reading and prediction activities. As the various books are read by the teacher, students listen while following the illustrations and simple text. Once familiar with a story, students could work in pairs to create posters promoting the book, using visual information and some key Nispa'a words.

SUGGESTED ASSESSMENT STRATEGIES

The assessment of students' experiences with creative works should focus on their participation and response. Students' responses will often be visual and in English. They should not be assessed in terms of language proficiency.

- Invite students in groups to present renditions of songs they've learned, adding effects such as expression, mime, role play, intonations, and so on. Assessment criteria might include:
 - all group members participate
 - inflection suits the meaning
 - added special effects suit the song's theme

INTRODUCTION TO NISŁA'A 5 TO 12

- Ask students to work in groups to illustrate a poem, nursery rhyme, song, or story the class has learned. Have each student copy and illustrate a different line of the work onto a large sheet of paper. Compile the pages into a class anthology and add it to the class resource collection. Ask groups to assess and report on their participation and group communication skills. Assessment may also be conducted by conferencing briefly with individual students, noting their:
 - engagement in the task
 - interest in and enthusiasm for the original work
 - interest in their classmates' illustrations
 - ability to capture the meaning of the original work
- Provide prompts such as the following to encourage students to reflect on the creative works they have experienced:
 - A song or rhyme that sticks in my mind is _____. The part I remember best is _____.
 - One activity involving creative works that I particularly enjoyed was _____. Because _____.
 - An activity that was hard for me to participate in and enjoy was _____, because _____.

LEARNING RESOURCES



- Am'ala
- Ts'ak (Parts 5 - 14)
- Wilaa Sit'aatkwsłł Hloás łanłł Yeen



- Klahanie: Oolichan Fishing, Fishery Bay
- Sheena of Canada

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Identify and demonstrate an understanding of characteristics of Nisga'a culture

SUGGESTED INSTRUCTIONAL STRATEGIES

The focus at this level should be on active participation in a variety of cultural experiences based on students' own backgrounds. These can then be compared with Nisga'a culture.

- 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.
- Have students listen to stories about activities carried out in different seasons in traditional Nisga'a culture. Stories can be partly in English, with simple Nisga'a phrases and sentences included. Students then create illustrations of various seasonal activities, based on what they have learned.
- Create the atmosphere of a Nisga'a feast in the classroom. Then have students prepare and eat a typical meal (e.g., a beverage, main course, dessert).
- Have students create collages or murals that represent what they know and have learned about Nisga'a culture. Their collages or murals will be mostly visual but may include some well-known Nisga'a words. They may add to their project over a period of a month as they learn more about the culture.
- Explain the crest system using drawings, pictures, button blankets, and other objects. Work with the students to identify the characteristic features of each crest, and have them draw their crest. Non-Nisga'a or non-First Nations students who do not have a crest are invited to choose other animals for their project.

INTRODUCTION TO NISPA'A 5 TO 12

SUGGESTED ASSESSMENT STRATEGIES

The focus at this stage of introduction to NisPa'a culture is on sharing information about common activities. It is important that students feel that the classroom offers a safe environment of mutual respect.

- When students present their displays, note the extent to which they:
 - include key features from their own 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
 - support and encourage one another
- When students make illustrations of seasonal activities, collect their drawings and assess the level to which they:
 - display knowledge of seasonal activities in traditional NisPa'a culture
 - display knowledge of traditional NisPa'a clothing, tools, dwellings, etc.

LEARNING RESOURCES



- bringing our ancestors home the repatriation of NisPa'a artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISPA;A People of the Nass
- Saytk'ìehl Wo'osihl NisPa'a



- Children of the Worlds
- First Nations Journey of Justice: Introduction to Storytelling
- Klahanie: Oolichan Fishing, Fishery Bay
- Sheena of Canada

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Exchange information orally using familiar words and phrases
- Share preferences and interests
- Use pattern phrases to make simple requests and responses
- Participate in classroom routines conducted in Nispa'a

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are beginning to develop positive attitudes toward learning and using Nispa'a. It is important to provide students with as many opportunities to express their ideas through interactions with partners and small groups, using frames as models.

- Introduce students to the language and pronunciation of a series of survey questions. Then invite them to conduct a students' 'scavenger hunt'. Students complete a form with statements in Nispa'a such as:

Find someone who... Signature
1. likes dried salmon
2. does not like soapberry ice cream
3. belongs to the killerwhale tribe

- Suggest that students take turns asking classmates questions in Nispa'a such as: what do you think I have in my backpack? Challenge the class to guess the objects (e.g., a pencil, a sandwich).
- To develop students' vocabulary and knowledge of useful phrases, have them play a Matching Card game. For example, form small groups, and have one person in each deal out a deck of paired theme-picture cards. In Nispa'a, the dealer asks of another group member: Do you have a ____, please? 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.
- Post charts displaying routine classroom instructions and associated expressions in Nispa'a to remind students to integrate them throughout the day. Invite students to copy the charts.
- To introduce and practice conventions regarding formal and informal modes of address, give several students each a large button to wear during the class. Ask everyone to address these students appropriately for the rest of the class. Have students work with partners to interview and introduce one another.

SUGGESTED ASSESSMENT STRATEGIES

Students' enjoyment of language learning is a continuing priority. Assessment at this level focusses on the willingness of the students to communicate in Nispa'a -- to take risks, be spontaneous, and initiate responses -- rather than on the accuracy of their language skills.

- As students interact, practise, and actively participate in oral activities, look for evidence that they are increasing their:
 - understanding of the words used for regular classroom routines
 - knowledge of Nisga'a words and expressions - confidence in using Nisga'a words and structures
 - repertoire of useful structures and strategies - abilities to reproduce or approximate Nisga'a pronunciation
- To assess students' abilities to exchange information, have them work in pairs to plan weekend activities they could do together. Partners might engage in dialogue in Nisga'a such as:
 - Student 1: Do you like to dance?
 - Student 2: No, I do not like dancing. Do you like going to movies?
 - Student 1: Yes, I like that!

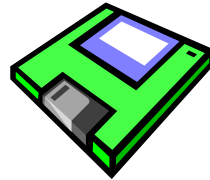
After their discussion, ask students to report their plans to the class. Look for evidence that they are able to:

- use appropriate intonation or emphasis
- say the phrases they have practised smoothly, pausing after phrases or groups of words

LEARNING RESOURCES



- Nispa'a Alphabet Charts
- Seasons/Weather
- Sim'algaä: Nispa'a Alphabet in Pictures



- Nispa'a Language Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Extract specific information from age-appropriate Nisga'a resources in order to complete authentic tasks orally, visually, and in simple written form

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' abilities to use Nisga'a are minimal, but their abilities to access information and display it in English are already quite developed. As they apply language-learning strategies such as predicting from clues and applying prior knowledge, they experience success and develop confidence in working in Nisga'a.

- Have students select a resource person knowledgeable in a particular topic (for example, oolichan preparation), and have the students themselves invite that person to come into the classroom. Before the visit, students work together in small groups to prepare simple questions to ask the resource person on the selected topic. After the visit, have students represent the information gained by means of pictures, and respond orally to simple questions in Nisga'a about the information learned. Students answer in Nisga'a using simple phrases.
- Give students a series of oral instructions to perform a connected series of tasks, e.g., 'getting ready for school'. Students mime or use props to perform the actions as a class or in small groups. At points during the routine, ask questions about what they are doing and have the students respond in Nisga'a.
- Have students watch several TV commercials and note information about the products, where they can be purchased, and why viewers should buy them. For each commercial, students should note any words or expressions that helped them gain their information. In groups, students then pool their findings and prepare collages describing products of their choice.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level may not be able to provide detailed explanations of the information they acquire. Assessment should focus on their abilities to discover and use central ideas and overall impressions, along with some selected detail. Assessment tasks should allow students to represent their understanding in a variety of ways.

- As students work with resources in Nisga'a, note the extent to which they:
 - approach tasks with confidence
 - make logical predictions
 - use strategies such as previewing, looking for cognates, using context clues, and looking for patterns
 - focus on key information
 - tolerate ambiguity, persevering with tasks even when they do not understand all the material
 - are interested and engaged in the task
- When students collect information from a Nisga'a resource person note the extent to which they:
 - follow Nisga'a protocol
 - identify key topics
 - recognize the purpose or point of view
 - include relevant and accurate details
- 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?
 - What words, phrases or patterns did you discover that you want to remember?

LEARNING RESOURCES

- First nations Journeys of Justice Grade 6
- Gadaalee ʔanhl Huguuhlgum Haná'hl Ts'insjakwsit
- Hiiná ʔanhl hoon
- Hli Adaawaʔahl wil Ksibaáhl Mihl
- Josie ʔans Joey
- K'ubatk'ihlkw
- Wilaa Giginaákwdiit Wil Skʔooʔam ʔukwshl Hoon
- Wilaa Hak'sim Huxw Sit'aatkwshl Hoon
- Wilt Luuhlo'otkwhl Yats'iskwshl Gat



- As Long As The River Flows
- Children of theWorld
- First Nations Journey of Justice Introduction to Storytelling
- Klahanie: Oolichan Fishing, Fishery Bay
- Sheena of Canada



- Nispa'a Resource People

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- View, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways.
- Produce visual creative works based on Nisga'a resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' comprehension of and responses to creative works will be based on visual and contextual support as they respond to them in personal ways.

- Provide opportunities for students to view a simple picture book, then respond by creating publicity posters, miming favourite scenes for other students to guess, or using art media to reproduce or expand scenes.
- Invite students to view visual works such as carvings (from a library or reference books), photos of daily life in areas where Nisga'a is spoken, slides, or posters of landmarks. Have them brainstorm ideas for representational symbols and provide key words, then create mobiles, collages, or dioramas using the symbols and key words to represent the ideas or images in the visual works.
- Introduce students to the works of a well-known Nisga'a artist (e.g., Alver Tait) and have them create artwork imitating the artist's style.
- Over the course of the year, introduce students to a variety of Nisga'a songs and poems. As students become familiar with these works, they can be used as prompts for various activities or used to explore the language.

SUGGESTED ASSESSMENT STRATEGIES

As students explore an increasing number of genres, they begin to make generalizations about what they hear and see. They demonstrate their level of interest and engagement in creative works through their participation, enthusiasm, and attentiveness.

- After students have viewed visual works, work with them to develop criteria for their representations of symbols of Nisga'a culture (e.g., in mobiles, collages, dioramas). Encourage students to consider how well they:
 - participated in the class and group process
 - recognized key themes
 - conveyed meaning in visually effective ways
- As they research, view, and incorporate features of the works of a Nisga'a artist into their own work, note the extent to which students demonstrate:
 - engagement in the task
 - interest in and enthusiasm for the artist's work
 - knowledge about the artist's life and career
 - some key elements of the artist's style in the artwork they produce
- Encourage students to maintain records noting creative works presented throughout the year. From time to time, have them review their logs and reflect on their experiences by responding to questions such as:
 - Which of the works stands out in your mind? Why?
 - Which three works were particularly interesting or enjoyable for you? How were they alike? How were they different?
 - What is one thing you have noticed about creative works in Nisga'a?

Look for evidence that students are open to a variety of experiences, willing to offer personal responses, and beginning to make generalizations about their responses.

LEARNING RESOURCES



- Bringing Or Acestor's Home The Repatriation of Nisga'a artifacts
- From Time Before Memory The People of â'mligihahlhaahl
- Nisga'a People of the Nass River



Nisga'a Resource People

Artisans:

- Alver Tait
- Warrant Adams
- Dennis Nyce
- James Adams
- Horace Stevens

Clothing and Design

- Lillian Tait
- Dianna Smith
- Maxine Azak

Art and Art History

- Debbie McNeil
- Nisga'a Dance Leaders

Governance and History

- Edmond Wright
- David Griffin

History, Language and Culture

- Dr. Bert McKay
- Nita Morven

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Identify some characteristics of Nisga'a culture and society
- Compare some elements of Nisga'a culture to that of a culture other than their own

SUGGESTED INSTRUCTIONAL STRATEGIES

As students explore a variety of Nisga'a customs and traditions, it is important to encourage respect and trust in the classroom. Emphasize ways in which diversity enriches the classroom experience and brings Nisga'a culture to life.

- Have students brainstorm a list of special events celebrated by their families (e.g., Hobiye, Unity Day). Ask each student to choose an important family event and create a poster using symbols or drawings and some Nisga'a terms. Students present their celebration to the class, using their posters as prompts, and the class completes a Celebrations of Our Class table. Headings in Nisga'a might include: *Name, Special Occasion, Date, Interesting Facts*.
- Suggest that students survey the class, using simple vocabulary in Nisga'a, to find out the range of preferences regarding everyday activities (e.g., sports, restaurants, music). Post the results.
- Brainstorm with the students a list of jobs that interest them. Provide the Nisga'a word for each job, then create and distribute copies of the grid to find out which students are interested in each job. Have students individually graph their results, indicating the numbers interested in each job, and then write short captions below their graphs to explain the results.
- Have students work in groups to discuss and research the ways in which the Nisga'a in the past and present experience and celebrate the seasons, including food gathering and preparation, special clothing and equipment, and other indoor and outdoor activities. The class could create a calendar in which many aspects of the seasons are displayed in art and labeled in Nisga'a.

SUGGESTED ASSESSMENT STRATEGIES

INTRODUCTION TO NISGA'A 5 TO 12

Since students' Nisga'a language skills at this point may be limited, they should have opportunities to demonstrate their awareness and understanding in ways that do not depend upon language.

- As students describe and share their own celebrations, leisure activities, and career interests, they can demonstrate their awareness in a variety of ways (e.g., Ve! diagrams, collages, charts, paragraph frames). Assessment can be based on:
 - amount of information students include: accuracy and relevance of the information
 - evidence of insight
 - appropriate differentiation between: similarities and differences
 - logic of the generalizations or conclusions that students offer
- Conduct a brainstorm session to put together a list of Nisga'a names. Use the list for as a springboard for such activities a
 - finding out the meanings of names (as an assignment, each student could interview one resource person to find out the meaning of a Nisga'a name)
 - learning about the ceremony that confers Nisga'a names
- As a comprehensive summary, students could prepare an annotated collage of names.

LEARNING RESOURCES



- Bringing Our Ancestors Home The Repatriation of Nisga'a Artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISGA'A People of the Nass River
- Saytk'ìèhl Wo'osihi NisPa'a



- Children of the World
- First Nations Journey to Justice: Introduction to Storytelling
- Klahanie: Oolichan Fishing, Fishery Bay
- Sheena of Canada



- Elders and NisPa'a Speakers

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Communicate in Nisga'a with others to complete a task
- Respond to and ask questions
- Ask for and give simple information including date, time and weather
- Participate in classroom activities using Nisga'a language and protocol

SUGGESTED INSTRUCTIONAL STRATEGIES

At this level, students are capable of using some learned Nisga'a words and phrases to form complete messages or participate in short interactions.

- Provide students with a frame for a letter they can adapt by adding their own information. In their letter they can use familiar questions already practised to ask the respondent similar information. Have students carefully check their written work and consult with partners and the teacher before sending their letters to students by e-mail or regular mail.
- Show video segments of people seeking and granting permission and have students identify formal and informal patterns, noting body language. Discuss with students the problems that may arise from inappropriate responses. Ask students to role-play correct and incorrect ways of granting and seeking permission.
- Encourage students to keep on-going records of useful phrases and survival expressions in Nisga'a, such as:
 - Please repeat what you said.
 - I do not understand.
 - Would you like to work with me?
 - ____ is our group's leader.
- Invite students to create posters displaying these expressions, to be placed around the classroom.
- Have students prepare a genealogical clan house. Students can use drawings or photos to represent each family member, and label each family member with the appropriate Nisga'a relationship word.
- Encourage students to use Nisga'a phrases while completing this task.
- Brainstorm with students an appropriate Nisga'a name for a restaurant that could serve modern and traditional Nisga'a food. Help them develop the vocabulary for the food. Students work in groups to create a menu and advertisement for the restaurant. The students could also role-play ordering meals in the restaurant.

SUGGESTED ASSESSMENT STRATEGIES

At this level, assessment focusses on students' abilities to interact with increasing fluency, using words and structures they have practised. They continue to gain confidence by participating in a range of classroom activities and interactions.

- Before students send letters to an exchange class, offer feedback on the extent to which they have:
 - considered the interests and knowledge of the recipients
 - included appropriate information
 - composed complete sentences
 - followed appropriate conventions, including forms of address
- When students are practising interactions that involve new structures and vocabulary, work with them to develop criteria or feedback sheets they can use to help one another. For example, students in pairs might be responsible for observing and offering advice to other pairs about such features as:
 - whether the vocabulary and structures are appropriate
 - pronunciation
 - volume and intonation
 - fluency of delivery
 - completeness of information
 - ways to make interactions more interesting
- When students present information orally, notice the extent to which they:
 - convey understandable messages
 - use visual aids and/or appropriate body language to help make the meaning clear
 - employ a range of vocabulary and structures
 - understand simple questions about their topics
 - attempt to answer questions
 - reproduce or approximate Nisga'a pronunciation

LEARNING RESOURCES



- letter Frame
- NisPa'a Alphabet Charts
- NisPa'a Grammar: Greetings
- Seasons/Weather
- Sim'algaä: NisPa'a Alphabet in Pictures



- NisPa'a Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Extract information from age-appropriate resources in Nisga'a to complete authentic tasks in simple oral and written form

Students who have frequently been invited to explore resources in Nisga'a, are likely to approach such materials with a degree of confidence. Many students are now ready to use age-appropriate materials to acquire more detailed and specific information. Their growing communicative skills allow them to transfer and substitute language in the resources to suit their own purposes.

- Invite a guest who is fluent in Nisga'a to give the class a short presentation. For example, a firefighter might discuss fire safety. Have students then prepare a poster campaign for the school based on the presentation (e.g., to raise fire-safety awareness). Posters could display three important rules learned from the presentation.
- Listen to the recorded telephone messages from community sources (e.g., businesses, agencies, individuals) in Nisga'a. Ask students to listen to the recordings to find out information such as the business hours of particular shops or agencies.
- Have students each select an article from a Nisga'a newspaper and identify three interesting facts to report to the class. Ask the students to present their information to the class in visual formats with some key words in Nisga'a.
- Present students with materials that relate to various careers in Nisga'a. Ask students to create posters about these occupations, including words associated with them. Students then orally present their findings to the class.

SUGGESTED ASSESSMENT STRATEGIES**SUGGESTED INSTRUCTIONAL STRATEGIES**

INTRODUCTION TO NISGA'A 5 TO 12

Students are often able to engage in simple oral or written activities to use the information they have acquired, although they often need to rely on visual representations (sketches and posters). Assessment should focus on students' abilities to use their language strategies to obtain the information they need.

- 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
 - replicate some Nisga'a words and patterns
 - organize and sequence their information appropriately (e.g., when giving instructions)
- Provide or develop with students a list of criteria to be used for self- and teacher-assessment when students are working with Nisga'a resources. For example:
 - recognizes familiar words in new contexts
 - uses cognates when appropriate to help acquire meaning
 - uses a bilingual dictionary appropriately (e.g., to confirm and locate the meanings of selected key words)
 - uses non-verbal clues (e.g., context, gesture, intonation, graphics, pictures) 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

LEARNING RESOURCES



- Bringing Our Ancestors Home The Repatriation of Nisga'a Artifacts
- First Journeys of Justice Grade 7
- From Time Before Memory The People of â'amligihahlhaahl
- Guxw Haá
- Ksaä Giîama'ahl Anuhl
- Letter Frame
- NisPa'a Grammar: Greetings
- Mahla'askgum Saòinsk
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISGA'A People of the Nass River
- Wilaa Sihoondiit ahl á'alii Lisims

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Respond in various ways to creative works that they listen to, view, or read
- Produce visual works and simple oral creative works based on Nisga'a resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students can recognize familiar language in creative works and can sometimes use their own range of strategies to make educated guesses about the meaning of new expressions. Given the opportunity to make choices, they will respond in personal ways by creating their own singing songs they enjoy.

- Have students watch a TV show and record in viewing logs information about the commercials shown during the program (e.g., program title, time, products, expressions used). Invite the class to pool expressions gathered from the commercials to provide vocabulary for role-plays of their own commercials. They might also conduct a class survey, noting preferences in commercials and the frequency with which they are shown during programs.
- Have students listen to a Nisga'a song until they become familiar with the rhythm and melody. Invite them to tap out the rhythm, and either hum along or sing words or phrases they recognize. Then provide a written copy of the lyrics and have them sing along to the song.
- Invite students in groups to look at excerpts from First Nations comic books and identify phrases or expressions useful for creating their own short (six to eight frame) comic strips, modelled on those they have read.

SUGGESTED ASSESSMENT STRATEGIES

Grade 7 students are able to experience and respond to an increasing range of creative works. Assessment information most often comes from observing students' participation and engagement, reviewing their collections of written and visual representations, and from their self-assessments.

- After students have viewed a number of TV commercials, have them work in groups to create their own commercials for products (real or imagined). Students may choose to videotape their productions or perform them in class. Ask groups to respond to one another's presentations by writing brief comments or making sketches or cartoons. As students prepare and present their commercials and respond to those from other groups, look for evidence that they are:
 - noticing and modelling key features of the commercials they view
 - seeking opportunities outside of class to practise and observe
 - conveying the messages of their own commercials with enthusiasm
 - making connections between what they see and their own experiences
 - providing positive feedback and response to their peers
- As students listen to songs, look for evidence that they are:
 - responding to the meaning as well as to the sounds and rhythms
 - open and willing to engage in new experiences
- As students work in groups to create comic strips modelled on those they have read, look for evidence that they are willing to explore the comic-strip form as a way of creating meaning in Nisga'a. Focus assessment on meaning and response.

LEARNING RESOURCES



- Sayt Kièhl Wo'osihl NisPa'a



- The Gift of the Cedar Tree with Bert McKay

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Examine some contemporary and traditional aspects of Nisga'a culture
- Identify elements of Nisga'a culture similar to those in British Columbia and Canada

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should have opportunities to explore aspects of Nisga'a family and community culture. They are encouraged to discover and understand the contributions of the Nisga'a to B.C. and Canada.

- Have students research the names for the Nisga'a communities and organizations. Have them also examine the logos on letterheads and other objects. Ask them to find out from resource people or resource books, what kinds of themes, *adaawaá*, or historical ideas are associated with logos, and or crest emblems. Have students write reports about the key features of the community and what is represented in the logos and brochures. Display the reports on the bulletin board.
- Ask students to brainstorm Nisga'a vocabulary associated with family rules (e.g., *I a/lam not allowed to go out in the evening/ go downtown by myself*). Have them work with partners to write three rules that apply to them, then circulate to find three people with similar rules and three with different rules. Ask them to conduct their conversations in Nisga'a. Survey the class and chart results.
- Invite the class or school to organize a simulation of a major celebration common in Nisga'a culture (e.g., Naming Ceremony, Stonemoving Feast).
- Assign students of the same *pdeeá* to research how to announce a feast (Hits).
- Suggest that students work in groups to collect information about businesses or organizations owned or run by members of the Nisga'a community. Groups could use the Yellow Pages, classified advertisements in community newspapers, and/or the Internet as sources. Have them share their information, create a class chart, and discuss the types of organizations and businesses in operation.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their cultural understanding through their participation in and response to a variety of activities in the classroom and community. They should be expected to demonstrate increasing knowledge about Nisga'a culture in a wide range of contexts.

- As students participate in activities and discussions about culture, observe and note the extent to which they:
 - are willing to share information about their cultures and family customs
 - recognize words, names, and derivatives from Nisga'a (e.g., place names, sports and entertainment figures)
- After students have participated in and charted the results of a class survey on family rules, have them reflect on the results by responding to prompts in Nisga'a, such as:
 - Something that surprised me about the results was _____
 - Something that was predictable was _____
 - A family rule I share with at least five other people is _____
 - A rule I think is valuable is _____
 - I think it is valuable because _____
 - Family rules are necessary because _____
- Work with students to develop expectations about their participation in cultural activities. Use questions to help develop criteria for assessing students' activities:
 - How could you demonstrate that you learned important cultural information from participating in this activity?
 - What aspects do you think everyone should learn about?
 - What evidence might demonstrate that you participated respectfully and were open to new experiences?

LEARNING RESOURCES



- Bringing Our Ancestors Home The Repatriation of Nisga'a Artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Mahla'askgum Saðinsk
- Myths and Legends of the Nispa'a: Readers' Theatre
- Nispa'a Grammar: Greetings
- NISGA'A People of the Nass River
- Sayt K'ìèhl Wo'osihl Nispa'a



- Children of the World
- First Nations Journey of Justice: Introduction to Storytelling
- The Gift of the Cedar Tree with Bert McKay
- Klahanie: Oolichan Fishing, Fishery Bay
- Sheena of Canada

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Participate in short conversations
- Describe activities and interests in written and oral form
- Ask for information and permission
- Participate in familiar activities (real or simulated) using simple Nisga'a

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are now using Nisga'a to express their interests and are beginning to use it to interact in everyday situations. To experience success, students must be provided with multiple opportunities to practise and develop the language they need.

- Have students in pairs role-play making plans for the weekend with a friend. They should include activities that both partners like to do, referring to places, times, and people, and including any new Nisga'a expressions or ideas used in class.
- Ask students to prepare and rehearse questions for a class survey related to themes such as "family," "school," and "preferences." Students circulate through the class, asking questions to fill out a questionnaire. Results could be graphed for comparison with other classes learning Nisga'a, included in a class or school newspaper, or exchanged with a pen pal class.
- Suggest that students work in groups to prepare, rehearse, and perform role-plays in which a new Nisga'a student from another area arrives in the class. Students should ask familiar questions, share school or family information, and use props or prompt cards to aid recall and maintain communication.

SUGGESTED ASSESSMENT STRATEGIES

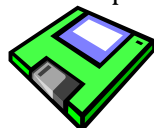
To develop effective Nisga'a language skills, students need to focus on communicating an increasing range of information. All assessment criteria are related to how effectively students are able to convey relevant and understandable messages in a variety of situations.

- When students are preparing and completing their class surveys, include both self- and teacher-assessment. Challenge students to speak only Nisga'a. While circulating keep track of how many times they resort to English. Have students record each interaction in their notebooks or journals, along with brief comments describing how they managed. Use a class list to record observations of students' or-, interactions.
- When students practise and present role-plays, provide them with criteria they can use for self and peer-assessment. Criteria might include:
 - uses a variety of questions
 - exchanges pertinent information
 - is comprehensible
 - uses effective strategies for repairing and supporting communication (e.g., repeats more slowly, uses gesture and intonation, attempts to self-correct)
 - follows a plan or outline
- 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:
 - message is understandable
 - message is appropriate and relevant for the task
 - uses common patterns and vocabulary practised in class
 - takes risks to include interesting information or language

LEARNING RESOURCES



- Letter Frame
- Seasons/Weather
- Telephone Frame



- Nispa'a Language Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Extract and process specific information from age-appropriate resources in Nisga'a in order to complete authentic tasks
- Convey the information orally, visually, and in written form

SUGGESTED INSTRUCTIONAL STRATEGIES

As students become more confident in their use of Nisga'a, they process acquired information and represent it with increasing fluency and naturalness.

- Have students in small groups choose a topic for a project (e.g., drum making, how to set a net, medicinal plants). Working in their groups, students research words in the Nisga'a Phrase Dictionary or other resource books, and prepare a written and illustrated project which they will present to the rest of the class. Encourage students to seek information from Elders and other Nisga'a speakers.
- Have students work with partners to create fashion magazines by drawing or cutting out pictures of clothing and labelling and describing the items.
- Invite students to listen to, read newspapers or view programs giving sports highlights and identify key information such as scores, star players, and league standings. Have the students design a sports page or sports broadcast featuring Nisga'a teams and events (basketball, soccer, softball).
- Give students a simple adaawaá to read in pairs, with a glossary provided. Afterwards, have them answer oral and/or written questions about the content of the stories in Nisga'a.
- For the purpose of writing a brief biography, have students prepare a written survey which they will use to interview resource people about their lives. Questions could seek information about family, work history, places lived, etc.

SUGGESTED ASSESSMENT STRATEGIES

Students are generally interested in acquiring information or exploring Nisga'a language and culture when there is a meaningful reason for doing so. It is important to select interesting, age-appropriate materials and to keep the tasks fairly simple.

- Observe and note evidence of the following qualities as students work with age-appropriate resources in Nisga'a:
 - confidence -- a positive attitude
 - resourcefulness -- tries a variety of approaches, skills, and strategies
 - perseverance
 - risk taking with language and new approaches
 - commitment -- takes pride in completing assigned or self-selected work
 - self-monitoring
 - appropriate use of structures
- While students work with resources and answer questions orally and in writing, observe and note whether students:
 - understand the main point
 - understand relevant details
 - express themselves in appropriate Nisga'a when answering
- When students work in groups to prepare written and illustrated projects, look for evidence that::
 - each student contributes to the group effort
 - appropriate Nisga'a vocabulary and structures are used
 - information is accurate and clearly presented

LEARNING RESOURCES



- Anëooᑭam-Haat
- Bringing Our Ancestors Home The Repatriation Of Nispa'a Artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Myths and Legends of the Nispa'a: Reader's Theatre
- Siiliŋgum Ilä
- Sit'ilx
- Tæeemsim ᑭanhl Ilä



- Children of the World
- First Nations: The Circle Unbroken Time Immemorial
- Klahanie Oolichan Fishery, Fishery Bay



Nispa'a Resource People

- Elders

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- View, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways
- Produce oral, visual, and simple written creative works based on Nisga'a resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students at this level enjoy using their growing language skills in activities that involve personal choices, such as selecting and discussing their favourite celebrities.

- After students have listened to a Nisga'a song or viewed a video, challenge them to create CD covers or video cases to promote it.
- Play the soundtrack only from a short Nisga'a 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.
- Have students examine some cartoons or comic strips from First Nations resources. (e.g., Everett Soop, Blackfoot caricaturist, or Peace Party)
- Students might each select a familiar situation and create a five to eight frame cartoon, using several noted expressions.
- Invite students to create collages with captions to depict ways that Nisga'a people press for various kinds of activities. They should also present a show of clothing for various events and occasions and include a sample commentary.

SUGGESTED ASSESSMENT STRATEGIES

Students work collaboratively to respond to works of art. They also create artwork of their own. Assessment can focus on students' responses to their classmates' work as well as to traditional and contemporary authors, artists, musicians, and actors. Students can show their responses in a variety of ways.

- To assess personal responses to creative works, ask students to create posters, collages, or magazine covers that each represent three to five well-known Nisga'a celebrities (e.g., entrepreneurs, musicians, politicians, artists). Have them include captions for each that reflect their personal responses to each celebrity. Look for evidence that students are:
 - open and willing to engage in the task
 - committed to their work
 - able to formulate personal responses using Nisga'a
 - willing to take risks in their choices of celebrities or in their responses
- When students work in groups to create CD covers or cartoons and 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.
- 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 Nisga'a, 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. They may also want to describe ways in which their responses or ideas have changed.

LEARNING RESOURCES



- Soop Takes A Bow



Nispa'a Resource People

- Debbie McNeil, Music and Dance
- Dr. Joseph Gosnell Sr., Governance and History
- Alver Tait, Artisan

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Describe and explain Nisga'a arts, customs, celebrations and feasts
- Identify elements of Nisga'a culture which are also found in other cultures in the world

SUGGESTED INSTRUCTIONAL STRATEGIES

Students explore the customs and traditions of Nisga'a to increase their understanding of both Nisga'a and other cultures. They are encouraged to use Nisga'a vocabulary related to these traditions.

- As a class, brainstorm a list of community traditions (e.g., dances, special days, graduation ceremonies, rules, sports tournaments). Ask students to compare these to traditions in their parents' and grandparents' days by formulating questions about the traditions, interviewing relatives, and reporting their findings to the class.
- Invite students to bring to class objects representative of their elementary school years (e.g., Sports Day ribbons, art projects, photos). Have them, in small groups, explain why each object was important. Encourage students to share some information about their objects in Nisga'a.
- Ask students in small groups to research culinary specialties associated with Nisga'a. Each student could then prepare a report and present it to the class with an item for inclusion in a class recipe book. The reports could contain:
 - illustrations with captions
 - informational paragraphs
 - legends or stories about food
 - preparation or storage in historic times
- Have students plan itineraries for trips that would allow them to use Nisga'a. Ask them to use visual aids and some Nisga'a vocabulary, when possible, to present and display their plans.
- Invite a resource person to demonstrate the preparation of a traditional food (herring roe, Nisga'a stew, cockles, seaweed). After students ask questions and take notes, ask the students to research traditional Nisga'a food. Each student could then prepare a recipe and present it to the class for inclusion in a class recipe book.

SUGGESTED ASSESSMENT STRATEGIES

Students should be encouraged to use Nisga'a as much as possible in all classroom activities. Assessment should focus on the cultural learning outcomes and not on the students' language skills. Students demonstrate their cultural knowledge through talking, writing, representing, and engaging in classroom activities.

- Have students use a variety of formats (e.g., Venn diagrams, graphs, comparison charts, dramatizations, simulated interviews) to compare their own school traditions with those of their parents.
- Have students each list two conclusions or key observations. Look for evidence that they are aware of the role of traditions and customs in their lives and are able to identify similarities and differences between modern customs and those of elder relatives.
- Using the foods harvested near each Nisga'a community, students present reports on those culinary specialties. Ask each student in the class to record information on a map, using icons to represent the various specialties. Assess the maps in terms of:
 - completeness and accuracy of information
 - clarity of representation
- Have the students assemble the recipes and information into a cookbook. It could then be promoted as a fund raiser.

LEARNING RESOURCES



- Bringing Our Ancestors Home The Repatriation of NisĖa'a Artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Myths and Legends of the NisĖa'a: Reader's Theatre
- NISĖA'A People Of The Nass
- Saytk'iehl Wo'osihl NisĖa'a



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Share opinions and preferences, giving reasons
- Describe and exchange information related to activities, people, and things
- Ask for and give assistance and detailed information
- Participate, in Nisga'a, in a variety of authentic situations

SUGGESTED INSTRUCTIONAL STRATEGIES

The focus of students' learning is on continuing to participate in real-life situations that are meaningful to them. Students have developed some language skills but need ongoing support in order to expand their communication on a variety of topics.

- Have students interact with each other to find out their preferences for movies, TV shows, sports, books, and clothing.
- 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.
- Suggest that each student interview a partner to find out about favourite activities, favourite food, and favourite music. Ask students to use this information to create bio sheets about their partners, and then make oral presentations to the class describing their partner.
- Suggest that students in groups organize small garage sales, real or simulated. Have the purchasers state what they are looking for and ask for information about the items. Ask vendors and purchasers to discuss prices and bargains for items they want to purchase.
- Have students spend 15 minutes a day writing a journal in Nisga'a of their activities and thoughts. Encourage them to use new vocabulary and structures introduced in class in their journals, to reinforce their learning.
- Ask students in small groups to prepare menus for a real or imaginary Nisga'a Food Fair. At the fair, have students circulate from booth to booth, ordering a variety of dishes, inquiring about prices and quality, and how the food is prepared.

SUGGESTED ASSESSMENT STRATEGIES

Students at this level show evidence of their language skills and strategies in the ways they approach and work with the materials, as well as the presentations of the information they acquire. Because the authentic nature of the tasks is a key factor in assessing student development for this organizer, students should have frequent opportunities to choose their own tasks.

- As students interact with one another in various tasks and role-plays, or in prepared presentations, note the extent to which they:
 - use Nisga'a to gain or offer the necessary information
 - sustain their interactions in Nisga'a beyond the first question or response
 - interact with some fluency and spontaneity
 - listen actively, focussing on key information
 - adapt the structures they have practiced
 - use Nisga'a to clarify meaning
 - work toward appropriate intonation and pronunciation
- While assessing written assignments, look for evidence that students are:
 - conveying appropriate, complete information
 - using and adapting structures they have learned
 - using correct spelling for familiar vocabulary
 - choosing appropriate words and expressions
 - using appropriate sentence structure and endings

LEARNING RESOURCES

- Letter Frame
- Telephone Frame



- Nispa'a Language Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Extract and process information from various Nisga'a resources in order to complete authentic tasks in oral and written language, using visual support

SUGGESTED INSTRUCTIONAL STRATEGIES

Many students are able to acquire more detailed information from practical material and represent it in a variety of both written and oral forms.

- Ask students to review a variety of menus from fast-food restaurants, then role-play ordering meals from favourite restaurants. Conduct a class survey of preferences and eating habits, or have students compare the fast-food menus with recommendations in *Canada's Food Guide to Healthy Eating* and *Coastal B.C Native Food Guide*.
- After students have examined several examples of classified advertisements, have them create a classified section for the classroom bulletin board. Each student would both create and respond to an advertisement in Nisga'a. Invite students to send their classified ads, birthday or thank you greetings to the local paper or the school newspaper,
- Have students each telephone a Nisga'a business or organization (Nisga'a Lisims Government, Village Government, NassCo) or the community to find out its hours of business and activities and report these on a class bulletin board. Provide the students with the names of Nisga'a speakers in each establishment.
- In pairs, have students ask each other advice - Nisga'a about simple dilemmas (e.g., what they should wear to a dance, what to give mom for her birthday). As a follow-up activity, have the students write their request for advice in the form of a letter to

INTRODUCTION TO NISGA'A 5 TO 12

a- agony column. Display the letters in the classroom and have students choose a letter to respond to in writing.

- Ask the students to each bring a recipe from home. Some students could bring ways to prepare food, e.g., digit. The class would then assemble the recipes and methods of preparation into a class cookbook.

SUGGESTED ASSESSMENT STRATEGIES

Students should extend the range of resources they are able to use and the everyday tasks they are able to complete in Nisga'a. They are able to understand more complex ideas expressed in Nisga'a. Most students should be able to write at least a short paragraph in Nisga'a using structures and vocabulary they have practiced.

- After students have explored a variety of restaurant menus in Nisga'a and practised ordering meals, 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. Look for evidence that students are able to:
 - identify menu items they want
 - order appropriate items comprehensibly
 - clarify information such as prices
- Ask students to write classified advertisements in Nisga'a, offering real or imagined objects for sale. Have other students respond in telephone role-plays. Criteria for assessment might include:
 - uses appropriate format
 - writes clearly in Nisga'a, using simple language and structures
 - refers to information in the ads
 - interacts in Nisga'a to complete the task

LEARNING RESOURCES



- Bringing our Ancestors Home The Repatriation of Nispa'a Artifacts
- Coastal B.C. Native Food Guide
- From Time Before Memory The People of â'mligihahlhaahl
- Hlgu Wat'ukw, Part 1
- Hlgu Wat'uk, Part 2
- KspooPam Hoon
- Myths and Legends of the Nispa'a: Reader's Theatre
- NISGA'A People of the NassRiver
- Role Model Posters: Nispa'a Designer and Clothing Entrepreneurs



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The Nispa'a Fisheries Program Sustainable Fisheries Management in Action
- Shaman Never Die
- Song of Eskasoni

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- View, listen to, and read creative works, and respond to them in various ways
- Produce a variety of visual, oral, and simply written creative works based on Nisga'a resources

SUGGESTED INSTRUCTIONAL STRATEGIES

When students have opportunities to share their personal reactions to creative works, they increase their understanding of common emotions shared across cultures.

- Have students work with partners or in small groups to choose songs from First Nations CDs and present them to the class, describing for each song:
 - the artist(s)
 - the lyrics
 - the style of music
 - why they chose it
- During presentations, students should keep tallies of the song titles and artists mentioned to provide an overview of class preferences.
- Ask each student to choose a Nisga'a poem and choose or write appropriate background music for it. After students have practised reading their poems, hold a class poetry reading with the accompanying background music.
- Have each student compose a poem based on a real or fictitious Nisga'a name. Each line is a word or phrase for a favourite activity or personal quality, and each word or phrase includes a letter from the name. For example, using the name:

Hleeá
 Heeá'alhl gat tgus.
 Luu'aamhl Poothl gat tgus.
 Hlaa maakskw geshl gat tgus.
 Hlaa niye'ehl gat tgus.

Gwiix hlooáhl gat tgus.

- Have students read legends and present them through media of their choice (e.g., skits, puppet plays).

story

- reflects key features or qualities of the characters
- incorporates some of the conventions and traditions of Nisga'a legends
- uses interesting and unusual detail to create a unique perspective or interpretation that engages the audience

SUGGESTED ASSESSMENT STRATEGIES

At this level, students are able to experience or respond to an increasing range of creative work. Students' choices, responses, and representation of creative works to the class show their developing appreciation of how people express themselves creatively.

- When students present First Nations CDs or other creative works they have chosen, look 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)
- 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 music
- Work with students to develop criteria for the dramatic presentations of Nisga'a legends. Criteria might include:
 - develops a clear feeling, theme, or message that is consistent with the original
 - sequences events to create a coherent

LEARNING RESOURCES



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The Nisga'a Fisheries Program Sustainable Fisheries Management in Action
- Shaman Never Die
- Song of Eskasoni

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Identify cultural content in Nisga'a resources
- Identify ways that knowledge of Nisga'a language and culture has affected their daily lives
- Demonstrate an understanding of Nisga'a customs and celebrations

SUGGESTED INSTRUCTIONAL STRATEGIES

When students gain an understanding of the importance of traditions in Nisga'a through interesting activities, they are encouraged to share and accept cultural differences.

- Show a series of slides or video excerpts that reflect everyday Nisga'a life (e.g., shopping habits, transportation, food preparation). Have students note similarities and differences compared to other communities.
- Make material available to students on topics relevant to modern day Nisga'a culture (e.g., fisheries management, pine mushroom management)
- Ask students to examine a variety of Nisga'a resources (e.g., video excerpts, advertisements, schedules, menus, recipes, brochures) to pick out elements of cultural interest such as times, prices, forms of greeting and leave-taking, and architecture. Have them pool their individual results. Encourage students to notice the added interest that these cultural details bring to the study of Nisga'a and its culture.
- Encourage students to maintain on going lists of words commonly used in Nisga'a that have been borrowed from other languages (e.g., English, French, Chinook). These may be found in authentic material encountered in or outside of class. Discuss possible reasons for each of these words being used rather than a Nisga'a word.

- make an effort to use the words appropriately

SUGGESTED ASSESSMENT STRATEGIES

At this level, students demonstrate their understandings and appreciation of Nisga'a culture through their interest and participation in classroom activities and in their written assignments and projects. Assessment should focus on cultural understanding, rather than on fluency and precision of the language students use to express their ideas.

- After an imaginary trip to a pre-contact Nisga'a village, have the students write a letter home from there. The letters should include details about how they spent a typical day and how this compares with a similar day at home. Note evidence that students have:
 - provided accurate and detailed information
 - highlighted differences and similarities in activities and customs
 - offered personal reactions to these comparisons
- Ask students to compose paragraphs or humorous anecdotes using as many words from their lists of borrowed words as possible that they know or can find. Have them exchange paragraphs with partners or small groups to assess the appropriateness of their usage. Look for evidence that they:
 - are able to recognize Nisga'a words used in English, and vice versa
 - are interested in relationships between the two languages

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Communicate likes and dislikes relating to activities and hobbies
- Describe events and experiences in logical progression
- Explain how to do an everyday activity or procedure
- Participate, in Nispa'a, in a variety of situations drawn from real life

LEARNING RESOURCES



- Bringing our Ancestors Home The Repatriation of Nispa'a Artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Hlgu Wat'ukw, Part 1
- Hlgu Wat'uk, Part 2
- Kspooßam Hoon
- Myths and Legends of the Nispa'a: Reader's Theatre
- NISPA'A People of the NassRiver



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The Nispa'a Fisheries Program Sustainable Fisheries Management in Action
- Shaman Never Die
- Song of Eskasoni

SUGGESTED INSTRUCTIONAL STRATEGIES

It is important that students be provided with an environment in which they will feel comfortable taking risks, since the emphasis remains on the practical and everyday use of the language. At this level, students will begin to link and sequence ideas with greater ease and confidence.

- Invite student to work in pairs to describe tasks they are expected to do at home. Ask each pair to join with another pair to share descriptions of their tasks.
- Provide students with models of Nisga'a resumes and formal letter-writing conventions. Have them work in pairs to write simple resumes and covering letters to apply for part-time jobs.
- Have students interact with partners to find out what activities they took part in during the weekend. Conversations should include when, where, and with whom they did the activities, and should be conducted entirely in Nisga'a.
- Have students work in groups to organize a class flea market, real or simulated. Purchasers and vendors could concentrate on expressing their needs and desires as they make their transactions.
- Have students prepare demonstrations for the class of how to put together their favourite 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.
- Ask students to bring items from home and role-play returning them to a store, giving the reasons why they were not appropriate.

SUGGESTED ASSESSMENT STRATEGIES

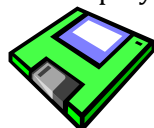
At this level, assessment focusses on the increasing control and fluency that students show in their prepared work and spontaneous interactions. Students need to know that they will be supported (not penalized) for taking risks in using newly acquired language and experimenting with more complex vocabulary and structures.

- When students write resumes and cover letter look for evidence of:
 - correct format
 - appropriate and correct use of language
 - clarity -- information is clear and easy to follow
 - completeness-- all appropriate detail is included
 - persuasiveness -- relevant details and examples effectively support the application
- When students are engaged in activities in which they exchange information with partner! observe and note to what extent students are:
 - spontaneous in their interactions
 - able to describe in some detail the information their partners provided
 - actively engaged in the interactions, using Nisga'a 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
 - using structures appropriately
- When students prepare and practise oral dialogues or role-plays for presentation, establish task requirements such as prescribed length, information, and language use. Provide a short list of criteria for assessment.

LEARNING RESOURCES



- Cover Letter and Resume Frames
- Employment Opportunities



- NisĪa'a Language Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Process and adapt information from age-appropriate resources in Nisga'a in order to complete authentic tasks
- Convey the acquired information in formats that show growing independence in oral and written language
- Use a variety of reference materials (including dictionaries) for comprehension, production, and acquisition of information

SUGGESTED INSTRUCTIONAL STRATEGIES

Students use many strategies to extract and apply key information from authentic documents. The tasks they perform frequently integrate all aspects of their language learning and should be relevant to their lives.

- Ask students to examine documents prepared for beginning drivers and identify key information for role-plays in which they explain to friends how to get a driver's licence.
- Have students examine Nisga'a employment advertisements and choose positions for which they would like to apply. Working in groups with the help of this information and a general discussion on part-time jobs, students determine the steps necessary for finding a job.
- Challenge students to choose interesting articles from magazines or newspapers and note three interesting facts to present. As a follow-up, students could write letters to the editor or design fact quizzes for classmates.

SUGGESTED ASSESSMENT STRATEGIES

Students are able to work with an increasing variety of print and electronic sources to locate information. In assessing students' progress, consider the language-learning strategies and levels of independence they demonstrate as well as the work they complete. Students' self-reports and self-assessment activities can provide important information about these strategies.

- Assess written assignments using criteria similar to those used for oral presentations. For example, check that:
 - communication is clear
 - information is accurate and relevant
 - details and examples are included
 - language is appropriate
 - material is effectively organized and easy to follow
- After students have worked with information from simple articles, groups of advertisements, menus, recipes, or charts, invite them to choose how they want to demonstrate their understanding of key information and some of the detail. For example:
 - create simple crossword puzzles
 - make posters or collages
 - create dramatizations
 - develop comic strips

LEARNING RESOURCES



- Aboriginal Voices
- Bièist
- Bringing our Ancestors Home The Repatriation of NisPa'a Artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Hli AdaawaPahl Gwiix Siiliŋsgum Awt
- Mahla'asgum Saðinsk
- Myths and Legends of the NisPa'a: Reader's Theatre
- NISPA'A People of the NassRiver
- Sayt K'ìèhl Wo'osihl NisPa'a
- Shared Learnings Integrating BC Aboriginal Content K-10



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The NisPa'a Fisheries Program Sustainable Fisheries Management in Action
- Shaman Never Die
- Song of Eskasoni

WWW

- <http://www.ntc.bc.ca>

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- View, listen to, and read creative works, and respond to them in various ways
- Produce a variety of creative works based on Nisga'a resources, with increased emphasis on writing

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should be encouraged to cultivate an appreciation of Nisga'a creative works. In addition to experiencing videos, stories, music, dance and cultural events, students should be introduced to various literary genre (e.g., plays, short stories, novels) and Nisga'a art. Whenever the opportunity arises, students should be encouraged to create their own works.

- Over three or four lessons, have students watch a Nisga'a video and complete a variety of tasks to assist comprehension of the film. Then ask them to create posters to publicize the film, as well as short press releases or promotional brochures including plot summaries and details about show times and locations. Students could use these posters in role-plays about going to see the film.
- Have students read a selection of Nisga'a children's stories and then each select one of the following projects:
 - create a pattern book for young children
 - illustrate a story to clarify the meaning
 - role-play a story
 - retell a story
 - change one element of the story all the way through
 - record a story on audiotape
- Organize a visit to Wilp T'aam Laä Sankwa or other museum. Have the students discuss and then write about the various artifacts enclosed at the Visitors Centre or museum.

SUGGESTED ASSESSMENT STRATEGIES

As students develop increasing facility with oral language, they are able to engage in a wider range of response activities. Assessment information can be collected by observing various forms of presentation and reviewing visual and written work. Students may also reveal a great deal about their responses by the choices they make in bringing Nisga'a works to the classroom.

- Have students, in pairs, use their video poster as prompts for role-playing dialogues in which they decide whether to see the video together. Assess students for:
 - expression of personal preferences
 - focus on key themes or features of the movie
 - credible and comprehensible interaction
- Occasionally, have students respond to two of three prompts such as the following to reflect on and self-assess their responses to creative works:
 - I enjoy listening to Nisga'a materials when _____
 - A Nisga'a poem, story, or song that stands out in my mind is _____ because _____.
 - My responses to Nisga'a materials are different when _____
 - A style of music, story, poetry, or film that I enjoy in both languages is _____ because _____.
 - I could probably increase my enjoyment of Nisga'a songs, stories, and videos if I _____.

LEARNING RESOURCES

- Ksiiskw

Note: information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Examine Nisga'a customs and discuss similarities and differences when compared to other cultures
- Identify cultural content in Nisga'a resources
- Examine the effect of the knowledge of Nisga'a language and culture on various aspects of their lives

SUGGESTED INSTRUCTIONAL STRATEGIES

Students should demonstrate understanding of their own cultural roots. By examining the reasons behind cultural practices, students increase their awareness and appreciation of Nisga'a culture.

- Divide the class into two groups and teach each half a card game commonly played in Nisga'a (e.g., crib, rummy). Once each group has learned its game, rearrange students into several smaller groups, each of which contains members from the original two groups. In each small group, have students teach each other the games they have learned. Have students identify games commonly played elsewhere that resemble these Nisga'a games.
- Examine several versions of an adaawak as it exists in Nisga'a and other Aboriginal cultures. Then invite students in groups to select scenes to act out in Nisga'a. Have students identify similarities and differences in plot, theme, moral, and other elements in various versions of the story.
- Have students interview and collect stories from Elders about social and moral codes in effect when they were young. In preparation, brainstorm key questions as a class. Students could present their findings orally and visually, comparing results to present-day rules and codes.
- Have the students research the clothing and transportation available during their parents' and grandparents' youth.
- Work with students to plan and run a cultural activity, e.g., Unity Day. In small groups, students take responsibility for researching appropriate protocol, researching relevant vocabulary, inviting guests, making an agenda, etc. Encourage students to take active roles during the

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event, such as welcoming guests in Nisga'a, taking turns being the M. C. etc.

SUGGESTED ASSESSMENT STRATEGIES

Students demonstrate their awareness and appreciation of Nisga'a culture by the way they react to a wide variety of classroom activities.

- To assess students' abilities to examine their own customs and compare them to those of other cultures, ask students to work in groups to learn about games from other eras, cultures, or regions and teach them to others. Work with students to develop criteria for assessment and feedback on the presentations. For example, criteria might include:
 - directions were clear (e.g., props and visuals simplified complex ideas)
 - game was interesting or fun
 - group explained the cultural importance of the game
 - group made connections to other more familiar activities and games
 - Have students each rewrite a myth or legend from another Aboriginal group, changing its setting to that of contemporary Nisga'a culture. Then form groups and ask them to prepare stories as scripts and perform them as a Reader's Theatre. When assessing their work, consider the extent to which students:
 - make changes appropriate to the new context
 - demonstrate interest or engagement in Nisga'a elements
 - show creativity and risk taking in their revisions
 - When students plan and participate in a cultural event, note the extent to which they:
 - contribute suggestions about the planning process
 - participate willingly in the preparation
 - conduct themselves appropriately during the event
- use Nisga'a during the event, both in formal situations (welcomes, farewells) and informal (conversations with guests)

LEARNING RESOURCES



- Bièist
- Bringing our ancestors home the repatriation of NisPa'a artifacts
- From Time Before Memory The People of â'amlighahlhaahl
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISPA'A People of the Nass River
- Sayt K'ièhl Wo'osihi NisPa'a
- Shared Learnings Integrating BC Aboriginal Content K-10



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The NisPa'a Fisheries Program Sustainable Fisheries Management in Action
- Shaman Never Die
- Song of Eskasoni



- Ksiiskw

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Exchange opinions on topics of interest
- Describe or narrate with some supporting detail an event, situation, or experience
- Use patterns, structures, and idioms to communicate meaning in a variety of situations
- Interact in NisPa'a with growing confidence in familiar situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

Students are able to interact with greater confidence in familiar situations and to apply more consistently their growing range of communication skills.

- Hold brief, weekly discussions to give students the practice they need to develop their communicative skills. Topics might include: past celebrations, a local news item, 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.
- Ask students to choose a current issue which they feel strongly about, and compose a letter on the issue for the local newspaper and school paper. Before the letters are sent, have students check each other's work and provide feedback on vocabulary, structures used and appropriateness of language.
- Ask students to form small groups to brainstorm reasons why adolescents smoke, then as a group identify 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 whole class.
- Provide opportunities for students to role-play a variety of common situations, giving time for preparation but not requiring a memorized script. Situations might include:
 - purchasing a second-hand car
 - taking an important phone message and then conveying the information to

the person meant to receive the message

- applying for a driver's license

SUGGESTED ASSESSMENT STRATEGIES

While students are expected to show increasing control and accuracy in their oral and written language, communication and risk taking continue to be the most important consideration in most situations.

- Provide students with a list of criteria or behaviours that you expect to see in their daily communication. Have them list these in their journals and at the end of each class rate their own behaviour, using a 5-point scale. The teacher can use a similar checklist, looking for evidence that students:
 - volunteer questions and information
 - understand and respond to questions from others
 - take opportunities to practise newly acquired vocabulary and structures
 - persevere in using Nisga'a
 - self-monitor and attempt to correct recurring or significant errors
- Present various common situations for role-plays and outline task requirements (e.g., length of role-plays, special requirements for language or content, use of props). After students in pairs have had time to practise the situations, each pair draws a card describing one of them. After a few minutes of preparation, students present the role-plays and are assessed by teacher and peers using criteria such as:
 - language is understandable
 - statements are logical and related to the topic
 - speech is reasonably fluid
 - interaction is sustained
 - attempts to convey spontaneity
 - uses effective strategies to clarify meaning as needed

Students are not expected to "act." They are simply themselves having a natural conversation.

- At regular intervals, ask students to refine and submit a (non-personal) journal entry (e.g., a story about a school event). Assess their writing for evidence that:
 - meaning is clear
 - supporting detail, reasons, or examples are included
 - a variety of vocabulary and structures are used
 - time sequence is clear and appropriate

LEARNING RESOURCES



- Nisᑭa'a Language Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Research, analyze, and use relevant information from a variety of Nisᑭa'a resources in order to complete authentic tasks
- Convey acquired information in a variety of formats including classroom presentations

SUGGESTED INSTRUCTIONAL STRATEGIES

Many students can now research specific information and apply their expanding language abilities to adapt the information for purposeful tasks.

- Have students use a variety of resources to obtain information on healthy lifestyles. Ask them to use this information to create a Self-Improvement Plan and monitor progress on a daily basis, making regular journal entries. Entries should 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 in written, graphic, or visual form.
- Suggest that students research a variety of environmental issues using resources such as brochures, articles, videos, and films. Then have them organize an environmental awareness campaign for the school, including posters, public-address announcements, and leaflets.

Suggested Assessment Strategies

Assessment focusses on the extent to which students are able to draw on a wide range of resources to find accurate and relevant information for a variety of purposes. The formats and skills that students use to apply and convey information for particular purposes and audiences are increasingly important.

- When assessing students' Self-Improvement Plans, consider the extent to which they have:
 - developed coherent plans based on resources used in class
 - communicated information related to personal health and lifestyle
 - documented progress daily in journals
 - summarized results (what worked and what did not work), giving reasons and conclusions
 - included self-assessment components
- For group projects such as an environmental awareness campaign, individuals or small groups might be responsible for preparing specific components. When assessing each component, look for evidence that students have:
 - acquired accurate and relevant information
 - communicated their information clearly - suggested solutions to the problem
 - suggested actions to be taken by the school
 - 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

LEARNING RESOURCES



- Bringing our ancestors home the repatriation of NisPa'a artifacts
- Coastal B.C. Native Food Guide
- From Time Before Memory The People of â'mligihahlhaahl
- Halaydim Ts'inhlik'
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISPA'A People of the Nass River
- Sayt K'iehl Wo'osihl NisPa'a



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The NisPa'a Fisheries Program Sustainable Fisheries Management in Action
- Shaman Never Die
- Song of Eskasoni



- Ksiiskw



NisPa'a Resource People

- Health Unit Counselors
- Environmental Officer
- Youth Workers
- NisPa'a Lisims Forestry Personnel

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- View, listen to, and read creative works, and respond to them in various ways
- Produce a variety of written, oral, and visual works based on NisPa'a resources

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' developing language skills foster an appreciation of creative works and their cultural contexts. Responses should involve the use of a significant amount of Nisga'a.

- Provide opportunities for students to view photos, slides, or video clips of famous landmarks in the Nass Valley. Then have them create guided tours of a geographical feature or community of their choice, highlighting points of interest.
- Have the students read some Nisga'a poetry and respond to it in personal ways (e.g., set it to music; read it aloud with musical background; illustrate it). Then have students write their own poetry.
- Have students prepare a class newspaper. They can include news items, stories, reviews of stories, advertisements, weather, cartoons, letters to the editor, etc. After initial planning, students work in pairs on items for the newspaper. Invite them to photocopy and distribute the newspaper.
- Present a Nisga'a adaawaá using overheads, out do not provide the ending. Challenge students to create their own endings and present these to the class (e.g., through role-plays, dramatic readings, illustrations, puppet plays).
- Have students make portfolios of mounted dried plants and photographs that show additional uses of plant resources. Then show the impact of logging, mining and residential development on these resources.

SUGGESTED ASSESSMENT STRATEGIES

Students can use Nisga'a to respond to creative works in a wide variety of ways and with increasing detail. Through oral interaction, journal entries, visual presentations, and short written tests, they can demonstrate an increasing level of sophistication in their responses.

- When students make oral presentations, such a simulated guided tours or interviews, observe and note the extent to which they:
 - express and support a consistent point of view
 - provide accurate information
 - indicate openness and willingness to consider new or different ideas and experiences
 - attempt to engage others
- Work with students to develop criteria for their visual art presentations. The criteria could be in the form of a checklist or rating scale and might include:
 - conveys the visual image clearly
 - describes the mood, giving reasons or supporting details
 - responds appropriately to questions and comments from others
 - uses Nisga'a that is understandable
- Occasionally, 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?
 - How are your responses or preferences similar when you consider Nisga'a works and when you consider works in English or other languages? How are your responses different?

LEARNING RESOURCES



- Ksiiskw

Note: information will be provided as soon as resources to support learning outcomes are identified.

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Analyze similarities between NisPa'a and other cultures
- Identify cultural content in NisPa'a resources
- Show awareness of and use some idiomatic phrases, formulae, and ritualized language expressions in oral and written forms of NisPa'a
- Identify the characteristics of gender, age, relationships, situations, and occupations that affect the use of NisPa'a language
- Employ various culturally specific NisPa'a mannerisms and gestures

SUGGESTED ASSESSMENT STRATEGIES SUGGESTED INSTRUCTIONAL STRATEGIES

Students' knowledge of Nisga'a increases as do their abilities to make observations about their culture. Their knowledge of Nisga'a culture and its effects on language use begins to enhance their abilities to communicate using culturally and gender-appropriate expressions.

- Have students work in small groups to research the customs and way of life of other Aboriginal groups whose traditional territory is in British Columbia. Invite students to compare and contrast the customs with those of the Nisga'a, and to offer potential reasons for the differences. Perhaps the students could have a pen pal or a chatroom friend from another Aboriginal group in North America.
- Encourage students to keep lists of idiomatic expressions encountered in oral and reading activities undertaken during the course. Students could work with these by:
 - categorizing them into meaningful groups
 - matching a place, context, or scenario with each expression
 - matching symbols or cartoons to expressions to aid recall
 - attempting to use expressions whenever appropriate
- Ask students in groups to read a selection of formal business letters written in Nisga'a and identify language conventions used. Suggest that they follow these samples to write letters to Nisga'a businesses or agencies, requesting information (e.g., on employment opportunities). Encourage students to share any replies they receive and to continue to note similar use of formal language conventions.

Assessment should focus on students' cultural awareness rather than on their language facility. Students should be encouraged to use as much Nisga'a as possible in their discussions, presentations, and written assignments related to culture. In many cases, assessment of cultural understanding will come through integrated communication.

- When students give oral and written reports, look for evidence that they:
 - use a variety of sources
 - accurately portray Nisga'a culture
 - show understanding of the conclusions drawn
- When students analyze Nisga'a materials, consider the extent to which they:
 - identify stylistic features that are unique to the culture
 - identify content that reflects the culture
 - identify similarities between the materials and those from other cultures
 - describe differences between the materials and those from other cultures
 - show interest in and respect for cultural aspects of the materials
- When students write business letters, focus on the clarity of their messages and their use of appropriate language; ritualized expressions of greeting, thanks, and closing, and idiomatic expressions.

LEARNING RESOURCES



- Bièist
- Bringing our ancestors home the repatriation of NisPa'a artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Halaydim Ts'inhlik'
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISPA'A People of the Nass River
- Sayt K'iehl Wo'osihl NisPa'a



- As Long as The River Flows
- Ayuuáhl NisPa'a A Common Bowl
- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The Land Is The Culture
- This Land
- The NisPa'a Fisheries Program Sustainable Fisheries Management in Action

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Exchange ideas and opinions in areas of interest
- Give reasons and information to support points of view on various issues
- Express plans, goals, and intentions
- Interact in NisPa'a effectively and with some spontaneity in situations drawn from real life
- Read and discuss written materials from cultural and historical sources

SUGGESTED INSTRUCTIONAL STRATEGIES

In class, students are encouraged to speak only Nisga'a and out of class to seek opportunities to hear and use Nisga'a. Students are expected to use their Nisga'a communication skills and strategies to interact with a degree of spontaneity.

- Have students prepare written answers in Nisga'a to a question regarding their school experiences. (e.g., Who at your school has influenced you the most?) For this example, information could include:
 - the person's name and relationship to the student
 - some details about the person's life
 - details about the person's influence on the student
 - how the student has changed as a result
- After a general class discussion on the existing rules of the school, have 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 the administration.
- Have students work in groups to prepare a roleplay in Nisga'a, and then to perform their roleplay for the class. Encourage students to ask questions of the participants. Example scenarios might include:
 - A discussion between a student and his/her parents about career choices, and the student's plans for after leaving school. Students try to give convincing reasons for their choices.
 - One student phones to inquire about renting an apartment, then visits the landlord for an interview.
- 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 the groups prepare lists of possible questions. Encourage students to use additional questions while conducting the interviews.

SUGGESTED ASSESSMENT STRATEGIES

Students are expected to demonstrate an increasing sense of ease and control of language. Communication of meaning continues to be more important in most cases than language precision. Where students have had opportunities to prepare oral or written work, assessment should consider the extent to which errors detract from the effectiveness of the message.

- When students present information to the class, criteria could include their abilities to:
 - speak from notes rather than prepared text
 - make information comprehensible
 - 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)
- To assess students' participation and effectiveness in a discussion about school rules, look for evidence of the extent to which they:
 - take positions and make their views clear
 - give reasons to support their arguments
 - listen actively and attempt to respond or build on others' ideas
 - participate in the discussion with some degree of spontaneity and engagement
- When students in pairs are interviewing one another or practising role-playing situations, arrange for each pair to be observed by at least two other students, who look for evidence that::
 - interactions are taking place in Nisga'a
 - students are conveying appropriate, relevant information
 - a variety of strategies are being used to negotiate meaning and sustain the interactions (e.g., rephrasing,

questioning, repeating key words, and phrases)

LEARNING RESOURCES

- NisPa'a Language Fonts

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Research, analyze, and use relevant information from several sources (including resource people) on a chosen topic to complete authentic tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

Students will have growing confidence in researching resources and should engage in meaningful tasks that require specific information.

- Invite students to examine a variety of resources (e.g., brochures, articles, the Internet) to find information about career opportunities for a Career Fair. Ask each student to choose and investigate a profession or trade and prepare a written report and oral presentation for the fair. Guest speakers who are fluent in Nisga'a could also be invited to the class. As students visit the career displays, they record information about careers that interest them and why. For example, they might complete summaries in Nisga'a with the headings: Job Description, Required Education, Employment Opportunities, and Salary.
- Brainstorm with students a list of Nisga'a speaking guests to invite to class. Have them determine topics for discussion, generate a list of questions, and share ideas on how to conduct a successful discussion. Ask students to:
 - invite the speaker by letter or phone
 - take notes during the discussion
 - thank the guest for coming
 - write thank-you letters
 - prepare reports for the class
- Invite each student to browse the Internet to locate three post secondary institutions that offer First Nations or Aboriginal programs (like New Zealand, Australia). Have students list the institutions they selected and explain why. Invite them to compose formal letters to the relevant departments, introducing themselves and asking several questions about the courses or programs.

SUGGESTED ASSESSMENT STRATEGIES

As students increase their language skills, they are expected to obtain information from an increasing variety of sources outside the classroom, use that information for a range of tasks, and report on their accomplishments. Assessment activities should consider the sophistication of the tasks they complete as well as the materials they use.

- When students participate in 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 for the jobs
 - the nature of the jobs, including salaries and working conditionsCollect the career summaries and assess them for accuracy and relevance of information. While students interview Nisga'a speaking guests, look for evidence that they:
 - ask clear and comprehensible questions that are appropriate to the situation and their purposes
 - use an appropriate level of formality
 - record information accurately and with some detail
 - ask appropriate questions to clarify and extend the information
 - follow the conventions of conversation
- When assessing students' letters to postsecondary institutions offering First Nations programs, assess the extent to which students:
 - use appropriate levels of formality
 - ask appropriate questions to illicit the information they need
 - provide relevant information about themselves

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- follow appropriate conventions of formal letter writing

LEARNING RESOURCES



- Bringing our ancestors home the repatriation of NisPa'a artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Ho'odihl BaPadilithl Lisims
- Iasims Dii Huxw Nits'iits'kw (13 Parts)
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISPA'A People of the Nass River
- Sayt K'iehl Wo'osihl NisPa'a
- SPaòo



- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The NisPa'a Fisheries Program Sustainable Fisheries Management in Action
- Shaman Never Die
- Song of Eskasoni



- Ksiiskw



- Elders and NisPa'a speakers

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- View, listen to, and read creative works, and respond to them through drama, visual arts, music, and writing

SUGGESTED INSTRUCTIONAL STRATEGIES

Students' language skills will now allow them to experience and respond to a wide range of creative works. Their responses should be motivated by enjoyment and pleasure.

- Have students translate a segment of an existing English video into Nisga'a.
- Provide focus questions, background information, and vocabulary development to assist students, in groups, in reading a short story. 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.
- Invite master artists to demonstrate their techniques and then ask students to create their own artistic works using the learned techniques.
- Students could begin to write a Nisga'a Encyclopedia of Lisims sites of interest, natural resources, communities, arts, and Who's Who.

SUGGESTED ASSESSMENT STRATEGIES

Students should have frequent opportunities to demonstrate creative use of Nisga'a language, traditions, and resources through music, drama, and art, as well as in writing speech.

- When groups of students present their dramatizations of a short story, criteria might include:
 - presentation and choice of vocabulary convey the characters' emotions and the mood of the story
 - presentation shows evidence of practice and rehearsal
 - presenters attempt to engage the audience
- Ask the students to develop and submit portfolios of creative works they have created during Nisga'a 12. Negotiate portfolio requirements with the students. For example, a completed portfolio might include a record of the works they have read, listened to, and viewed; a cover letter describing the work they have done; and a set number of pieces such as poems, stories, visual arts, personal writing, poems, lyrics, photographs, charts, and/or sketches.

LEARNING RESOURCES



- Bièist
- Bringing our ancestors home the repatriation of NisPa'a artifacts
- From Time Before Memory The People of â'amligihahlhaahl
- Halaydim Ts'inhlik'
- Hlo'odihl Bapadilithl Lisims
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISPA'A People of the Nass River
- Sayt K'ièhl Wo'osihl NisPa'a



- As Long as The River Flows
- Ayuuáhl NisPa'a A Common Bowl
- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The Land Is The Culture
- This Land
- The NisPa'a Fisheries Program Sustainable Fisheries Management in Action



- Ksiiskw

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- Demonstrate an understanding of effective and culturally appropriate manners and behaviours by planning and implementing a cultural event
- Show cultural sensitivity in everyday situations through appropriate behaviour and language
- Demonstrate an appreciation of NisPa'a language and culture and its place in local and global communities

SUGGESTED INSTRUCTIONAL STRATEGIES

Students can draw on many aspects of their knowledge of Nisga'a to express cultural awareness and appreciation.

- As a culminating activity, ask students to organize and implement a Nisga'a cultural event to which parents and/or the community could be invited. To do this, students can:
 - prepare and recite poems
 - perform Nisga'a songs and dances
 - dramatize a Nisga'a adaawaá
 - prepare Nisga'a food
 - as a class, write a speech explaining how the study of Nisga'a enhanced their lives
 - write letters of invitation
 - design and produce posters to advertise the feast
 - send out Hits to announce the event
- Arrange an excursion to a Nisga'a establishment (e.g., Nisga'a Lisims Government, Village Government Offices, Nursery School, Head-Start). Have students prepare for the visit by role-playing possible interactions and discussing strategies for coping in the language, including conversation topics and word games. Arrange beforehand to have contact people talk only in Nisga'a, even if difficulties arise.

SUGGESTED ASSESSMENT STRATEGIES

Students should have developed and internalized an understanding of Nisga'a culture. Their cultural awareness and appreciation will be fundamental to many of their discussions, assignments, and activities, even when the focus is on another aspect of the course.

- Criteria such as the following can form the basis for teacher, peer, and self-assessment of participation in cultural events:
 - shows enthusiasm and commitment
 - uses appropriate language related to the cultural event
 - accurately interprets relevant cultural features
 - responds appropriately to questions about the significance of specific aspects of the activity
- Provide time each week for students to record observations about cultural experiences or interactions they have recently participated in or observed. Each record should include:
 - the culture, activity, or issue involved
 - a short summary
 - a personal reaction
 - a comment on how the experience or interaction affected the participants

LEARNING RESOURCES



- Bièist
- Bringing our ancestors home the repatriation of Nisł'a artifacts
- From Time Before Memory The People of â'amlighahlhaahl
- Halaydim Ts'inhlik'
- Hlo'odihl Baładilithl Lisims
- Myths and Legends of the Nisł'a: Readers' Theatre
- NISŁA'A People of the Nass River
- Sayt K'iehl Wo'osihl Nisł'a



- As Long as The River Flows
- Ayuuáhl Nisł'a A Common Bowl
- Children of the World
- First Nations The Circle Unbroken: Time Immemorial
- The Land Is The Culture
- This Land
- The Nisł'a Fisheries Program Sustainable Fisheries Management in Action



- Ksiiskw



CURRICULUM

INTRODUCTORY GRADE 11

Introductory Grade 11 is designed for students who may not have taken Nisga'a 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in Nisga'a 11 and 12 courses. Introductory Grade 11 is 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.

This course incorporates material from the Learning Outcomes, Suggested Instructional Strategies, Suggested Assessment Strategies, and Learning Resources identified for grades 5 to 10. This reflects the fact that Introductory Grade 11 is designed to provide students with an equivalent preparation for Nisga'a 11 and 12 courses.

A major aim, therefore, is to balance expectations regarding the emergent language skills of students who are new to the study of Nisga'a with a consideration of their ages, life experiences, and prior knowledge.

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

Prescribed Learning Outcomes

It is expected that students will:

- Share information, opinions, and preferences, giving reasons
- Ask and respond to basic questions, make simple requests, and ask for assistance
- Exchange information related to activities, people, and things
- Describe events and experiences in logical progression
- Participate in Nisga'a in a variety of situations drawn from real life

SUGGESTED INSTRUCTIONAL STRATEGIES

Introductory Nisga'a 11 is designed as an accelerated introduction to Nisga'a. Students develop a range of Nisga'a language-learning skills and strategies to assist them in comprehension, expression, and task accomplishment. Emphasis is on the practical, everyday use of language students use to describe and discuss simple events occurring in the classroom.

- Have students use pre-framed models to interview one another in pairs to learn personal information. partners then introduce one another to the class, using a pre-framed outline such as:

Hello, my name is _____.
 I would like to introduce _____.
 His/her favourite sport is _____.
 She/he wants to take this course because _____.

- Provide opportunities for students to follow routine classroom directions and instructions in Nisga'a. (e.g., Open your notebooks. Form a group with two other people. Move your desks into a circle.) Use gestures to clarify meaning.
- Provide several letters (e.g., requesting and offering advice) in Nisga'a 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. This activity may involve pre-framed models or checklists.
- Ask each student to create a monthly calendar indicating where and when various activities take place. Working with partners, students then ask one another about their calendars and summarize their partners' activities orally or in writing.

SUGGESTED ASSESSMENT STRATEGIES

Students initially may feel awkward communicating in a new language. Assessment of language development needs to acknowledge that errors are a natural and predictable part of language development. Students work toward accuracy, knowing they will be supported when they take risks and use newly acquired language.

- As students engage in communication activities, note the extent to which they:
 - speak clearly
 - take risks to speak Nisga'a
 - use given frames in logical sequence
 - listen actively to follow instructions
 - choose the appropriate expression from those they have practiced
 - approximate pronunciation in Nisga'a
 - support and encourage one another
 - initiate conversations in Nisga'a
- To assess short written or oral communications, establish task requirements such as prescribed length, required information, and required language use. Identify key features or criteria, such as the extent to which:
 - language is understandable
 - information is relevant, complete, and accurate
 - time sequence and tense (e.g., past, present, future) are clear and appropriate
 - students use classroom references and other resources (e.g., dictionaries, text books, authentic materials)
 - students adapt structures they know or use language not practised in class

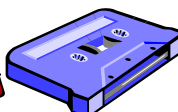
LEARNING RESOURCES



- Letter Frame
- Nisga'a Alphabet Cards
- Nisga'a Grammar: Greetings
- Telephone Frame
- Seasons/Weather
- Sim'algaX: Nisga'a Alphabet in Pictures



- Nisga'a Language Fonts



Nisga'a Language Lesson Plans K-3

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>It is expected that students will:</p> <ul style="list-style-type: none"> locate, process and adapt information from Nisga'a resources in order to complete authentic tasks demonstrate appropriate use of reference materials, including dictionaries, to assist in comprehension and expression 	<p>Students are able to use some strategies that enable them to identify key information in authentic documents. The tasks they perform frequently integrate all aspects of their learning should relate directly to their lives.</p> <ul style="list-style-type: none"> Have students read simple, illustrated stories silently and independently. They can also read aloud to each other. Once students are familiar with the adaawaá, have them: <ul style="list-style-type: none"> arrange labelled pictures of the story sequentially answer simple questions about the adaawak act out the story as it is read aloud In pairs, have students ask each other advice in Nisga'a about simple dilemmas (e.g., what to wear to the dance, birthday gifts). As a follow-up activity, have the students write their requests for advice to the agony column. Display the letters in the classroom and have students choose a letter and respond to it in writing. Play an audiotape (e.g., song, dramatic reading, speech) or video 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 Nisga'a (e.g., by making inquiries about an object for sale, an event, hours of operation). Have students read several letters in magazines or newspapers in Nisga'a, noting the topics discussed and the opinions and expressions used. Then ask them to write their own letters to the magazines or newspapers, and to each prepare a communication to share via the Internet.

SUGGESTED ASSESSMENT STRATEGIES

Students in an introductory course require extensive practice and feedback in order to develop the basic information-acquisition skills they need. Assessment considers both the strategies students use to acquire information and the forms in which they demonstrate what they have learned.

- When students work with resources in NisPa'a, note the extent to which they:
 - make logical predictions
 - use strategies such as previewing, looking for cognates, looking for patterns, and using text features and context clues
 - focus on key information
 - can explain the clues and strategies they used
- When students report on or represent information, note the extent to which they:
 - identify and recount ideas or impressions
 - include relevant and accurate detail
 - reproduce NisPa'a 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 effectively organized and easy to follow

Learning Resources



- Bièist
- Gadaalee ßanhł Hlguehlgum
Hanaá'hl Ts'insjakwsit
- Hli Adaawaßahl wil Ksibaähł
Mihł Hlgue Wat'ukw Part 2
- Ksiiskw
- Sit'ilx
- Wilaa Hak'sim Huxw Sit'aatkwsł
Hoon

PRESCRIBED LEARNING OUTCOMES

It is expected that students will.

- View, listen to, and read creative works, with visual and contextual support, and respond to them in various ways
- produce a variety of creative works based on NisPa'a resources

Students at this level are able to experience and respond to a wide variety of creative works. As they develop their NisPa'a language skills, they should be encouraged to use a variety of creative options in their responses.

- Introduce students to a variety of simple poems or rhymes in NisPa'a. As students become familiar with the words, the words may be used as prompts for various activities or used simply to explore language. Students could use words or expressions in NisPa'a to create concrete poetry.
- Suggest that students in groups look at excerpts from comic books or cartoons in NisPa'a and identify phrases or expressions useful for creating their own brief (six to eight frame) comic strips modelled on those they have read.
- Form groups and ask each group to choose a NisPa'a poem and set it to music. After students have practised 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 students use the Internet to search for information about creative works in NisPa'a. Students report their findings to the class.
- Ask students to read a selection of children's stories in NisPa'a, then select of the following projects:
 - create a pattern book for young children
 - illustrate a story to clarify meaning role-play a story
 - record a story on audiotape

SUGGESTED INSTRUCTIONAL STRATEGIES

SUGGESTED ASSESSMENT STRATEGIES

Students' choices of responses to and presentations of creative works show their developing awareness and appreciation of how people creatively express themselves. As they develop greater language facility, the range of response activities they can engage in increases.

- Have students keep sections of their notebooks or journals for responding to creative works. They could write summary reviews or reflections looking back over the works they have encountered throughout the course, identifying those that have had the greatest impact on them or most closely reflect their own experiences. They could also describe ways in which their responses or ideas have changed.
- When students create their own work, note the extent to which they are able to:
 - convey clear ideas, feelings, or impressions
 - focus on a topic or theme
 - use details to add interest or effect
 - use a range of vocabulary and idioms
 - follow conventions of a form or genre
 - convey mood, feeling, or viewpoint (e.g., humour, tragedy, satire, moral lesson)
 - follow or present a sequence of key events
- As students work on creative projects, note the extent to which they are able to:
 - collaborate to develop projects such as displays, role plays, or narratives
 - seek assistance and consultation from peers
 - suggest specific improvements when editing peers' work

LEARNING RESOURCES



Aboriginal Voices



- As Long as the Rivers Flow
- Ayuuáhl NisPa'a
- A Common Bowl
- Children of the World
- First Nations: The Circle Unbroken
- Time Immemorial
- The Land is the Culture
- This Land
- The Nisga'a Fisheries Program Sustainable Fisheries Management in Action



- Ksiiskw

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate knowledge of basic concepts and terms that characterize Nis̓pa'a culture
- identify and examine the similarities and differences between Nis̓pa'a culture and other cultures
- identify cultural content in Nis̓pa'a resources
- demonstrate understanding of the contributions of the Nis̓pa'a to Canada

SUGGESTING INSTRUCTIONAL STRATEGIES

The cultural interests of students at this level will exceed their abilities to express them in Nis̓pa'a. Students should be encouraged to use as much Nis̓pa'a as possible in their cultural activities.

- On a monthly basis, assign students in groups to take turns maintaining a classroom bulletin board that focuses on Nis̓pa'a. Suggest that they display newspaper or magazine articles from home, the library or other sources. At the end of each month, have the group present a synopsis of the posted items.
- Have the class or school engage in a simulation of a major celebration common in Nis̓pa'a culture (e.g., Tribal Feast)
- Provide opportunities for students to correspond with Nis̓pa'a pen pals by e-mail, mail, or fax. Encourage students to write about topics that relate to culture. Invite them to share with the class any information they receive relating to school or home life.

SUGGESTED ASSESSMENT STRATEGIES

In students' first year of NisPa'a, assessment of their understanding of culture will frequently involve visual representations or the use of English. Assessment activities should encourage students to demonstrate an understanding of NisPa'a culture. Assignments should encourage them to explore ways of locating up-to-date information.

- When students present visual representations or displays, note the extent to which they:
 - 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
 - support and encourage one another
- When students participate in activities and discussions dealing with cultural issues, note the extent to which they:
 - show an interest in cultures other than their own
 - share information about their cultures and customs
 - express awareness of and respect for other ethnic and cultural groups in the community
 - recognize NisPa'a words, names, and derivatives
- When students participate in activities, note evidence of their interest in and awareness of some aspects of NisPa'a culture by the extent to which they:
 - 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

LEARNING RESOURCES



- Am'ala
- bringing our ancestors home
- the repatriation of Nisga'a artifacts
- From Time Before Memory
- Tæeemsim ßanhl Ilä
- Myths and Legends of the NisPa'a: Readers' Theatre
- NISßA'A People of the Nass
- Saytk'iihl Wo'osihl NisPa'a



- As Long as the Rivers Flow
- Ayuuáhl NisPa'a: A Common Bowl
- Children of the World
- The Land is the Culture
- This Land

APPENDIX A: LEARNING OUTCOMES

Communicating

It is expected that students will establish and maintain personal relationships, share ideas and opinions, and accomplish a variety of tasks.

It is expected that students will:

Grade 5 <ul style="list-style-type: none">• Communicate information orally using common expressions and vocabulary• Communicate likes and dislikes• Ask and respond to basic questions, largely based on memorized repertoire• Follow classroom introductions given in Nispa'a	Grade 6 <ul style="list-style-type: none">• Exchange information orally using familiar words and phrases• Share preferences and interests• Use pattern phrases to make simple requests and responses• Participate in classroom routines conducted in Nispa'a	Grade 7 <ul style="list-style-type: none">• Communicate in Nispa'a with others to complete a task• Respond to and ask questions• Ask for and given simple information including date, time, and weather• Participate in classroom activities using Nispa'a language and protocol	Grade 8 <ul style="list-style-type: none">• Participate in short conversations• Describe activities and interests in written and oral form• Ask for information and permission• Participate in familiar activities (real or simulated) using simple Nispa'a
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Communicating

APPENDIX A: LEARNING OUTCOMES

It is expected that students will:

<p>Grade 9</p> <ul style="list-style-type: none"> • Share opinions and preferences, giving reasons • Describe and exchange information related to activities, people, and things • Ask for and give assistance and detailed information • Participate, in NisPa'a, in a variety of authentic situations 	<p>Grade 10</p> <ul style="list-style-type: none"> • Communicate likes and dislikes relating to activities and hobbies • Describe events and experiences in logical progression • Explain how to do an everyday activity or procedure • Participate, in NisPa'a, in a variety of situations drawn from real life 	<p>Grade 11</p> <ul style="list-style-type: none"> • Exchange oninions on topics of interest • Describe or narrate with some supporting detail an event, situation, or experience • Use patterns, structures, and idioms to communicate meaning in a variety of situations • Interact in NisPa'a with growing confidence in familiar situations drawn from real life 	<p>Grade 12</p> <ul style="list-style-type: none"> • Exchange ideas and opinions in areas of interest • Give reasons and information to support points of view on various issues • Express plans, goals, and intentions • Interact in NisPa'a effectively and with some spontaneity in situations drawn from real life • Read an discuss written materials from cultural and historical sources
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APPENDIX A: LEARNING OUTCOMES

It is expected that students will acquire information from a variety of NisPa'a resources for a variety of purposes.

It is expected that students will:

Grade 5 <ul style="list-style-type: none">• Locate and use specific information from age-appropriate resources in NisPa'a in order to complete authentic tasks• Convey acquired information orally and visually, and to some extent, in writing using words and short phrases	Grade 6 <ul style="list-style-type: none">• Extract specific information from age-appropriate NisPa'a resources in order to complete authentic tasks orally, visually and in simple written form	Grade 7 <ul style="list-style-type: none">• Extract information from age-appropriate resources in NisPa'a to complete authentic tasks• Convey the information orally, visually, and in written form	Grade 8 <ul style="list-style-type: none">• Extract and process specific information from age-appropriate resources in NisPa'a in order to complete authentic tasks• Convey the information orally, visually, and in written form
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ACQUIRING INFORMATION

APPENDIX A: LEARNING OUTCOMES

It is expected that students will:

<p>Grade 9</p> <ul style="list-style-type: none">• Extract and process information from various Nisᐅa'a resources in order to complete authentic tasks in oral and written language, using visual support	<p>Grade 10</p> <ul style="list-style-type: none">• Process and adapt information from age-appropriate resources in Nisga'a in order to complete authentic tasks• Convey the acquired information in formats that show growing independence in oral and written language• Use a variety of reference materials (including dictionaries) for comprehension, production and acquisition of information	<p>Grade 11</p> <ul style="list-style-type: none">• Research, analyze and use relevant information from a variety of Nisᐅa'a resources in order to complete authentic tasks• Convey acquired information in a variety of formats including classroom presentations	<p>Grade 12</p> <ul style="list-style-type: none">• Research, analyze and use relevant information from several sources (including resource people) on a chosen topic to complete authentic tasks.
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APPENDIX A: LEARNING OUTCOMES

It is expected that students will respond in personal ways to creative works in NisPa'a that they listen to, view, or read.

It is expected that students will:

Grade 5 <ul style="list-style-type: none">• View or listen to creative works with visual and contextual support, and respond to them in various ways	Grade 6 <ul style="list-style-type: none">• View, listen to, and to some extent, read creative works with visual and contextual support, and respond to them in various ways• Produce visual creative works based on NisPa'a resources	Grade 7 <ul style="list-style-type: none">• Respond in various ways to creative works that they listen to, view, or read• Produce visual works based on NisPa'a resources	Grade 8 <ul style="list-style-type: none">• View, listen to, and to some extent, read creative works with visual and contextual support, and respond to them in various ways• Produce oral, visual, and simple written creative works based on NisPa'a resources
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Experiencing Creative Works

It is expected that students will:

APPENDIX A: LEARNING OUTCOMES

Grade 9 <ul style="list-style-type: none">• View, listen to, and read creative works, and respond to them in various ways• Produce a variety of visual, oral, and simple written creative works based on Nisᐅa'a resources	Grade 10 <ul style="list-style-type: none">• View, listen to, and read creative works, and respond to them in various ways• Produce a variety of creative works based on Nisᐅa'a resources, with increased emphasis on writing	Grade 11 <ul style="list-style-type: none">• View, listen to, and read creative works, and respond to them in various ways• Produce a variety of written, oral, and visual works based on Nisᐅa'a resources	Grade 12 <ul style="list-style-type: none">• View, listen to, and read creative works, and respond to them through drama, visual arts, music, and writing
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UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will experience Nisᐅa'a culture, making connections with their own lives and cultures, and apply knowledge of Nisᐅa'a culture and society to enhance communication.

APPENDIX A: LEARNING OUTCOMES

It is expected that students will:

<p>Grade 5</p> <ul style="list-style-type: none"> Identify and demonstrate an understanding of the characteristics of NisPa'a culture 	<p>Grade 6</p> <ul style="list-style-type: none"> Identify some characteristics of NisPa'a culture and society Compare some cultural elements of NisPa'a culture to that of a culture other than their own 	<p>Grade 7</p> <ul style="list-style-type: none"> Examine some contemporary and traditional aspects of NisPa'a culture Identify elements of NisPa'a culture similar to those in British Columbia 	<p>Grade 8</p> <ul style="list-style-type: none"> Describe and explain NisPa'a arts, customs, celebrations, and feasts Identify elements of NisPa'a culture which are also found in other cultures in the world
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APPENDIX A: LEARNING OUTCOMES

UNDERSTANDING CULTURE AND SOCIETY

It is expected that students will:

<p>Grade 9</p> <ul style="list-style-type: none"> • Identify cultural content in NisPa'a resources • Identify ways that knowledge of NisPa'a language and culture has affected their daily lives • Demonstrate an understanding of NisPa'a customs and celebrations 	<p>Grade 10</p> <ul style="list-style-type: none"> • Examine NisPa'a customs and discuss similarities and differences when compared to other cultures • Identify cultural content in NisPa'a resources • Examine the effect of the knowledge of NisPa'a language and culture on various aspects of their lives 	<p>Grade 11</p> <ul style="list-style-type: none"> • Analyze similarities between NisPa'a and other cultures • Identify cultural content in NisPa'a resources • Show awareness of and use some idiomatic phrases, formulae, and ritualized language expressions in oral and written forms of NisPa'a • Identify the characteristics of gender, age, relationships, situations, and occupations that affect the use of NisPa'a language • Employ various culturally specific NisPa'a mannerisms and gestures 	<p>Grade 12</p> <ul style="list-style-type: none"> • Demonstrate an understanding of effectiveness and culturally appropriate manners and behaviours by planning and implementing a cultural event • Show cultural sensitivity in everyday situations through appropriate behaviour and language • Demonstrate an appreciation of NisPa'a language and culture and its place in local and global communities
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APPENDIX A: LEARNING OUTCOMES

	INTRODUCTORY 11
<p>Communicating It is expected that students will make use of visual aids, actions, lists, and pre-framed models to support their communication in NisPa'a.</p>	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Share information, opinions, and preferences, giving reasons • Ask and respond to basic questions, make simple requests, and ask for assistance • Exchange information related to activities, people, and things • Communicate needs, desires, and emotions • Describe events and experiences in logical progression • Participate in NisPa'a in a variety of situations drawn from real life
<p>Acquiring Information</p>	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • Find and use information from age-appropriate resources in NisPa'a in order to complete authentic tasks • Demonstrate appropriate use of reference materials, including dictionaries, to assist in comprehension and expression
<p>Experiencing Creative Works</p>	<p>It is expected that students will:</p> <ul style="list-style-type: none"> • View, listen to, and read creative works, with visual and contextual support, and respond to them in personal ways • Produce a variety of creative works based on NisPa'a resources
<p>Understanding Culture and Society</p>	<p>It is expected that students will</p> <ul style="list-style-type: none"> • Demonstrate knowledge of basic concepts and terms that characterize NisPa'a culture • Identify and examine the similarities and differences between NisPa'a culture and other cultures • Identify cultural content in resources in NisPa'a resources • Demonstrate understanding of the contributions of the NisPa'a to Canada

APPENDIX B: LEARNING RESOURCES

What is Appendix B?

Appendix B is a comprehensive list of the resources for learning NisPa'a. the titles are listed alphabetically and each resource is annotated. In addition, Appendix B contains information on selecting learning resources for the classroom.

About The Annotations

Each title listed in this appendix includes the following information:

1. General Description
2. Media Format
3. Cautions
4. Curriculum Organizers
5. Grade Level
6. Category
7. Audience
8. Supplier

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:

- Audion Cassette
- CD ROM
- Film
- Games/Manipulatives
- Laserdisc/Videodisc
- Multimedia
- Music CD
- Print Materials
- Record
- Slides
- Software
- Video

3. Caution

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

4. Curriculum Organizers

This section tells teachers which curriculum organizer(s) the resource is most suited for.

5. Grade Level

This section indicates the suitable age range for the resources.

6. Category

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

7. 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 behavioral disorders
 - dependent handicaps
 - physical disabilities
 - autism
 - learning disabilities (LD)
 - mild intellectual disabilities (ID-mild)
 - moderate to severe/profound disabilities (D-moderate to severe/profound)

8. Supplier

This section gives the name and address of the supplier. Prices shown here are approximate and subject to change. Prices should be verified with the supplier.

SELECTING A LEARNING RESOURCE FOR THE CLASSROOM

APPENDIX B: LEARNING RESOURCES

Selecting a learning resource means choosing locally appropriate materials. The process of selection involves many of the same considerations as the process of evaluation, though not to the same level of detail. Content, instructional design, technical design, and social considerations may be included in the decisionmaking process, along with a number of other criteria.

The selection of learning resources should be an on going process to ensure a constant flow of new materials into the classroom. It is most effective as an exercise in group decision making, co-ordinated 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
- instructional design
- technology considerations
- social consideration media
- funding
- existing materials

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. It is the responsibility of the teacher to 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.

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. 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 of these should be considered for the intended audience. Teachers should also consider their own teaching styles and select resources that will complement them.

Technology Considerations

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.

Social Considerations

Teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

APPENDIX B: LEARNING RESOURCES

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, observable 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 the manipulation of a simulation, or where safety or repetition are factors. Print resources or CD-ROMs can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

Funding

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much 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 coordinate 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 the use of district and school resource management and 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, 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 resource committee might go about selecting learning resources:

1. Identify a resource co-ordinator (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, Skills and Training to shortlist potential resources.
7. Examine resources first-hand at a publishers' display.
8. Make recommendations for purchase.

The following publications from School District No. 92, Nisga'a are either currently available or under development.

APPENDIX B: LEARNING RESOURCES



Aboriginal Voices

General Description: A Native American New Magazine

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
					x	x	x

Year Recommended: 1999

Supplier:

Aboriginal VOICES

116 Spadin Avenue, Suite 207,
Toronto, ON M5V 2K6

Tel: (416) 703-4577 Fax: (416) 703-4581

Price: \$45 for 12 issues

ISSN/Order No: 1201 060X



Am'ala

General Description: Adaawaá about a very self-disciplined man who perfected a technique for removing, by the roots, trees to be used for firewood, etc. he is able to carry the tree, roots and al, back to his house. Illustrations by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended: 1998

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$15.00

ISSN/Order No: (not available)



AnëooPam-Haat

General Description: Adaawaá about a fetus who, after his mother is killed, is able to survive by living off her body. He is born with superhuman qualities. Illustrations by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
			X				

Year Recommended: 1998

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$15.00

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES

As Long As the Rivers Flow

General Description: Three remarkable educators lead younger natives along the path of enlightenment. Documentary footage, dramatic re-enactment and archival film interweave the three women's stories. They recount their experiences at residential school. These memories have fueled their determination to preserve their native languages and identities.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
					x	x	x

Year Recommended: 1996

Supplier:

National Film Board of Canada

Tel: 1 800 267-7710

Price:

ISSN/Order No: C9 9191 065



Ayuuáhl NisPa'a A Common Bowl

General Description: Filmed in the Nass Valley, this video shows contemporary NisPa'a culture and traditions, the relationship between the NisPa'a the federal government and a history of the NisPa'a land question. It portrays the beauty of the Nass Valley, the determination of the NisPa'a people, their distinctive world view, their willingness to share the land and resources, and their links with the land. [27 minutes]

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
					x	x	x

Year Recommended: 1997

Supplier:

BC Hydro Aboriginal Relations Department

Price: \$15.00

ISSN/Order No: (not available)



Bièist (unpublished)

General Description: Adaawaá of a child who innocently makes a harmful comment about the stars. The consequences from the universe are frightening. The adaawaá also demonstrates how the child's father is not daunted by the challenges he meets in his attempts to save his child. Incidental information about the qualities of different species of wood. Illustrated.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
					x	x	x

Year Recommended: 1996

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$15.00

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Bringing Our Ancestors Home The Reputation of NisPa'a Artifacts

General Description: The struggle for repatriation of NisPa'a artifacts from around the world is documented in text and beautifully illustrated in this coffee-table edition. Various NisPa'a elders comment on the importance of "bringing our ancestors home."

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works,
Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended: 1999

Supplier:

NisPa'a Lisims Government

Box 231

New Aiyansh, BC V0J 1A0

Attn. Mr. Eric Grandison

Tel: 250-633-2601 Fax: 250-633-2367

Price: \$20.00

ISSN/Order No: 0-9699016-1-5



Children of the World

General Description: Six Aboriginal singers from different regions of Canada are calling out to Aboriginal youth to, "hang on to their dreams." The video aims to encourage youth to believe in themselves and in the future. [4:20 minutes]

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and
Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended: 1994

Supplier:

Public Equiries Centre

Human Development Resources Canada

140 promenade du Portage

Hull, Quebec, K1A 0J9

Price:

ISSN/Order No: POFS-2018



Coastal B.C. Native Foods Guide

General Description: This food guide shows how B.C. native foods are very nutritious. Most native people today eat both traditional and non-native foods. This guide can be used with the Canada Food Guide and Handbook. A complete list of all native foods in each group is found on the last page of the guide.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and
Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended: 1997

Supplier:

Health and Welfare Canada

Medical Services Branch

Pacific Region

Price:

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Cover Letter and Resume Frames (under development)

General Description: Templates of NisPa'a cover letters for applying for various jobs in the NisPa'a nation. Also generic NisPa'a resumes template

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating,, Acquiring information

Grade Level:

5	6	7	8	9	10	11	12
							x

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order [not available]



Employment Opportunities (under development)

General Description: Samples of various job opportunities advertised by NisPa'a Lisims Government, and Gitlakdamix Village Government.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information

Grade Level:

5	6	7	8	9	10	11	12
							x

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: [not available]



First Nations The Circle Unbroken: Time Immemorial

General Description: The NisPa'a have been resisting the seizure of their lands in the Nass Valley for 130 years. In 1972 they won a Supreme Court decision confirming their unextinguishable title to the land [22 minutes]

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works,
Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
			x	x	x	x	x

Year Recommended: 1993

Supplier:

National Film Board

1 800 267-7710

Price:

ISSN/Order No: C 9193 006

APPENDIX B: LEARNING RESOURCES



First Nations Journey of Justice: Building Bridges of Understanding

General Description: A curriculum for Kindergarten to Grade seven. With the vision of building bridges between First Nations and Canadian systems of law, this education program honours orality – a traditional approach to education among First Nations of British Columbia – and teaches concepts and practices of justice from the perspective of First Nation ways of knowing.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating,, Acquiring information,
Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x					

Year Recommended: 1994

Supplier:

Law Courts Education Society of British Columbia
221-800 Smithe Street

Vancouver, BC

Tel: 604-660-9870

Price:

ISSN/Order No: 0-7726-2271-X



First Nations Journey of Justice: Introduction to Storytelling

General Description: Hosted by Jo-Ann Archibald Storytellers:

Kwulassulwut – Ellen White; Kwes

Pelst – Jeff McMeil-Bobb: Frank Brown

Video #1 1) Salmon Savers

2) Who Ya

3) So Sings the Wolf

Video #2 1) Voyage of Rediscovery

4) For the Sake of the Salmon

5) Worldviews and Aboriginal

Justice

Adience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information,
Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x					

Year Recommended: 1994

Supplier:

Law Courts Education Society of British Columbia
221-800 Smithe Street

Vancouver, BC

Tel: 604-660-9870

Price:

ISSN/Order No:



From Time Before Memory The People of â'mligihahlhaahl

General Description: A richly illustrated hard cover textbook containing information about: NisPa'a communities, NisPa'a legacy, clothing, spirituality, marriage, combat, and adaawaá. It was written specifically for teaching these aspects of the NisPa'a culture to the students in School District No. 92 NisPa'a.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended: 1996

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$20.00

ISSN/Order No: 0-980993-0-0

APPENDIX B: LEARNING RESOURCES



ᑭᑭᑭᑭ (unpublished)

General Description: A coloured illustrated fact sheet about the raven. Other animals in the set: Gibuu, Naᑭᑭᑭ'e, and K'utk'unukws.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating,

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended:

Supplier:

School District No. 92, Nisᑭᑭᑭ'a

Nisᑭᑭᑭ'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00 (set)

ISSN/Order No: (not available)



Gadaalee ᑭᑭᑭᑭ Hluuhlgum Hanaá'hl Ts'insjakwsit (under development)

General Description: Adaawaá about a widow and her daughter who remain the their abandoned village after the inhabitants move elsewhere in search of food. They are visited by a young man. Unbeknown to her, the daughter who marries him, marries a Spirit guide who teaches her how to create a fishing net. Eventually she discovers that she has married a spider but remains with him in order to learn other technology.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information,

Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, Nisᑭᑭᑭ'a

Nisᑭᑭᑭ'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Gibuu (unpublished)

General Description: A coloured illustrated fact sheet about the wolf.

Other animals in the set: ᑭᑭᑭᑭ, Naᑭᑭᑭ'e, and K'utk'unukws.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended:

Supplier:

School District No. 92, Nisᑭᑭᑭ'a

Nisᑭᑭᑭ'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00 (set)

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



The Gift of the Cedar Tree With Bert McKay

General Description: Luut'aa (December) is the month of staying in the winter village(s). it is a month for feasting and gift giving. It is at one such feast the NaPats'e (Coyote) learns what "sharing" and "making amends" mean. It also shows how â'mligihahlhaahl (Creator) uses one of our relations, Cedar, as a messenger. Parallel – Christmas gift giving, to give, to receive.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
		x					

Year Recommended: 1990

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Guxw ßamt

General Description: Adaawaá about a man's resourcefulness during a time of near scarcity of food resources. Includes a song. Adaawaá can be choreographed. Illustrations by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended: 1998

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$15.00

ISSN/Order No: 0-96-80993-1-9



Guxw Haá

General Description: Story about hunting geese and preparing the meat for winter use. Written by a class of NisPa'a children. NisPa'a translations, NisPa'a Language and Culture Department staff. Illustrations by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
		x					

Year Recommended: 1998

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Halaydim Ts'inhlik'

General Description: Adaawaá about how a hunter, who nearly depletes a particular species, the squirrel, from â'alii Lisims, learns from the survivors of the species both how to respect a renewable resource and how to properly use Spirit Power from his new Spirit Guide, Squirrel. Illustrated by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
						x	

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Hiinaá ßanh! Hoon (unpublished)

General Description: Adaawaá explaining how the skunk cabbage came to be changed in appearance to what it is today.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Hlgu Wat'ukw, Parts 1 & 2 (unpublished)

General Description: Adaawaá about how Spirit Guide, Huxw Jans, supports her daughter who is sent to live as a slave among the NisPa'a. When the man with whom the daughter lives appears to support her, he becomes a respected and renowned chief. When he abuses her, the mother, through her daughter, shows favour to the village idiot, brother of this young chief, and new partner to the daughter. Illustrations by Linda Gonu-Hudson, NisPa'a Artist.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
				x			

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$30.00

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Hli AdaawaPahl Gwiix Siiliisgum **Axwt** (unpublished)

General Description: Adaawaá about a porcupine hunter who nearly depleted this food resource. He learns the hard way that Porcupine does not retaliate. While he going through the punishment administered by Porcupine, he is rescued by Spirit Guide and Great Counsellor, Mouse Woman who supports him as he resolves his problems.

Audience: General

Category: Educators, Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
					x		

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Hli AdaawaPahl wil Ksibaähl Mihil (unpublished)

General Description: Some overly complacent and irresponsible NisPa'a children and youth abuse the salmon during the fall migration to the spawning grounds. A Mountain Spirit shows his anger by spewing lava over several square miles of â'alii Lisims Valley, burying four villages and all their inhabitants. Illustrations by NisPa'a Artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Hlo'odihi BaPadilithi Lisims

Permission applied for)

General Description: Adaawaá about a young NisPa'a couple, he a hunter, and she a weaver who sought ways to harvest mountain goat wool without killing the goat; and about how the wife embellishes the weave in robes to be sold to simgigat/chiefs along the Northwest Coast. Their product eventually became recognized as the "Chilkat" blanket. The name "chilkat" is derived from the NisPa'a description of the robe "ts'ihl ñiihooyihl gat"?that which is worn over other clothing. Illustrations by Linda Gonu-Hudson, NisPa'a artist.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
							x

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Josie Sans Joey (unpublished)

General Description: An illustrated story about two young people going mushroom picking in the forest. The pair become lost and eventually ask the area animals to help them. It is an adventure tht, with the help of a raven, gets them home safely with the mushrooms.

Audience: General

Category: Student, Teacher

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Klahanie: Oolichan Fishing, Fishery Bay

General Description: An excellent CBC production demonstrating all the aspects of oolichan harvest at Fishery Bay. The commentary is by Stan Peters and details all that is involved in preparing for, and harvesting the oolichan.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x				

Year Recommended:

Supplier:

CBC 1974 Vancouver
Provincial Archivew
Canadian Cellulose

Price:

ISSN/Order No: (not available)



Ksaägiama'ahl Anuhl

General Description: Aa adaawaá in play form, that explains the use of drumming in NisPa'a. Two people go out to find out why the animals can dance and they can not. The ask â'amligiihahlhaahl and the explanations is that animals have a beat. â'amligiihahlhaahl gives the a drum to use for the beat when dancing.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



KspooPam Hoon (unpublished)

General Description: Adaawaá about a veteran NisPa'a fisherman, one who had perfected the technique of gaffing salmon. It is an account explaining how NisPa'a prepared for the honouring and the ceremony following the catching of the First Salmon. The adaawaá shows that the person who makes the first catch gains recognition. It tells how this ancient one discovers that while he can no longer move more quickly than the salmon, others can and so the salmon will always return to á'alii Lisims.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
				x			

Year Recommended: 2000

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Ksiiskw

General Description: A story about a boy who, while carrying out an errand for his mother, drives with a friend to a bank. En route they collide with an inebriated driver and the boy's friend is killed. The boy decides after consulting with his elders, that he must make restitution for the death of his friend. In the process of searching for how he should do this, he learns the value of consulting with his elders, following NisPa'a tradition, and making decisions. This story was professionally filmed with NisPa'a youth and elders. Dialogue is entirely in NisPa'a sim'algaá. Software for interactive work accompanies the laser video disk.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
					x		

Year Recommended:

Supplier:

Shane Lunny Productions
204-560 Beatty Street
Vancouver, BC V6B 2L3

Price:

ISSN/Order No: (not available)



K'ubatk'ihlkw

(unpublished)

General Description: Adaawaá about a group of children who go on an unscheduled adventure which lasts several years. During this adventure they learn to be resourceful, to work together and how to overcome fear. They are rescued by an individual who does not allow his "handicap" to interfere with anything he does. The children are very fortunate in that this man owns a super canoe which knows where the children come from. Illustrated by Linda Gonu-Hudson, NisPa'a artist.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	6						

Year Recommended: 1998

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$15.00

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



K'utk'unukws (unpublished)

General Description: A colored illustrated fact sheet about the owl. Other animals in the series: ʔaaá, NaPats'e, and Gibuu.

Audience: General

Category: Student, Resource

Curriculum Organizer(s):

Acquiring Information

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00 (set)

ISSN/Order No: (not available)



The Land Is the Culture

General Description: presents a provocative exposition of aboriginal people's viewpoints regarding land claims in British Columbia. The

position of First Nations people of the Pacific Northwest is reflected in their comments about There is significant emphasis on the wealth accrued at their expense. Topics include: church appropriation of the land, forced deprivation of children's native culture and language in residential schools, and denial of rights to hunt and fish for food. Many of the issues are still pertinent today. [30 min.]

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
						x	x

Year Recommended: 1976

Supplier:

BC Learning Connection

208-7475 Hedley Avenue

Burnaby, BC V5E 2R1

Tel: (604) 431-7753 Fax: (604) 431-1844

Price:

ISSN/Order No: #SS0051



Letter Frames

(under development)

General Description: A friendly letter frame, using NisPa'a conventions, for use by students in corresponding

with other students. Also a business letter frame for making inquiries.

Audience: General

Category: Student, Resource

Curriculum Organizer(s):

Communicating, acquiring Information

Grade Level:

5	6	7	8	9	10	11	12
						x	x

Year Recommended: 1997

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Mahla'sgum Saòinsk

General Description: A community news letter produced in New Aiyansh, B.C. Contains information about up-coming events, birthdays, and articles on self-help topics.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
			x	x	x	x	x

Year Recommended: 1999

Supplier:

Gitlakdamix Village Government

Box 233

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2215 Fax: (250) 633-2271

Price:

ISSN/Order No: (not available)



iasims Dii Huxw Nits'iits'kw Parts 1 – 13 (under development)

General Description: Adaawaá about an orphan who, after successfully participating in several competitions to win the hand of the daughter of his maternal uncle, is abandoned, along with her and her grandmother by his angry uncle and the rest of the people. He learns to the detriment of his family and, to the point of becoming a workaholic, how to be a superb provider for his wife and family.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
							x

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISSN/Order No: (not available)



Myths and Legends of the NisPa'a: Readers' Theatre

General Description: A book containing information about twenty adaptations of NisPa'a adaawaá produced in Readers' Theatre format. The English version is completed and the NisPa'a version is underway.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$15.00 (English)

ISSN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



NaPats'e (unpublished)

General Description: A colored illustrated fact sheet about the wolf. Other animals in the set: ʕaaá, K'utk'unukws, and Gibuu.

Audience: General
Category: Student, Resource

Curriculum Organizer(s):
Acquiring Information

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended:

Supplier:
School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0
Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00 (set)
ISSN/Order No: (not available)



NisPa'a Alphabet Charts

General Description: A collection of 41 pictures (8.5x11), mostly coloured, for classroom display or for use with sound identification.

Audience: General
Category: Student, Teacher Resource

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

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended: 1998

Supplier:
School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0
Tel: (250) 633-2228 Fax: (250) 633-2697
Price: \$40.00
ISBN/Order No: (not available)



The NisPa'a Fisheries Program Sustainable Fisheries Management in Action

General Description: In the early 1990's negotiators from the

Canadian and NisPa'a Fisheries Program to rigorously assess Lisims salmon stocks and improve management of the resource. Both governments wanted to improve the outlook for Nass area fish stocks. This photo documentary describes the Program and its major role in the management and conservation of Nass area salmon. [20 min.]

Audience: General
Category: Educators, Student, Teacher Resource

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

Grade Level:

5	6	7	8	9	10	11	12
				x	x	x	x

Year Recommended: 1997

Supplier:
NisPa'a Lisims Government
Box 231
New Aiyansh, BC V0J 1A0
Attn.: Eric Grandison
Tel: (250) 633-2601 Fax: (250) 633-2367
Price: \$15.00
ISBN/Order No: (not available)



NisPa'a Grammar: Greetings

General Description: A lesson plan on various greetings in NisPa'a. includes use of nouns, adjectives, and adverbs.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
		x					

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00

ISBN/Order No: (not available)



NisPa'a Language Fonts

General Description: Windows software program that adds a typeface to those already on the computer. It allows the user to type in NisPa'a in three different fonts.

System requirements: 386 or later; Windows 95/98; 2 MB RAM; PostScript printer.

Audience: General

Category: Educators, Student, Teacher Resource

Curriculum Organizer(s):

Communicating

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended: 1995

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$75.00

ISBN/Order No: (not available)



NISPA'A People of the Nass River

General Description: This extraordinary book portrays a rich and flourishing culture. An extended essay illustrated with archival photographs sets the scene. Then 80 stunning colour images chronicle an annual cycle of activity from the oolichan harvest to the coming winter. These photographs are combined with quotes from Ayuúáhl NisPa'a – an ancient code of laws guiding and informing community behaviour. This book records the determination, vitality, humour, and implacable patience of a people who have never given up and have stubbornly refused to be assimilated.

Audience: General

Category: Educators, Student, Teacher Resource

Curriculum Organizer(s):

Communicating, acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended:

Supplier:

NisPa'a Lisims Government

Box 231

New Aiyansh, BC V0J 1A0

Attn.: Eric Grandison

Tel: (250) 633-2601 Fax: (250) 633-2367

Price: \$30.00

ISBN/Order No: 1-55054-128-5

APPENDIX B: LEARNING RESOURCES



Sayt K'ìèhl Wo'osihi NisPa'a

General Description: A book of black and white photographs issued in celebration of the NisPa'a Treaty which became effective on May 11, 2000. the treaty is a triumph for the NisPa'a people – for all Canadians – and a beacon of hope to aboriginal people around the world.

Audience: General

Category: Student, Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x	x	x

Year Recommended: 2000

Supplier:

NisPa'a Lisims Government

Box 231

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2601 Fax: (250) 633-2367

Price:

ISBN/Order No: (not available)



Seasons/Weather

(under development)

General Description: A booklet containing the common NisPa'a expressions descriptive of the seasonal and weather patterns in the Nass Valley. Each expression is illustrated in colour.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information

Grade Level:

5	6	7	8	9	10	11	12
x	x	x					

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)



Spaòò

(under development)

General Description: Adaawaá about a young woman and her grandmother who, although they were abandoned by the rest of the villagers, manage to survive with the help of a handsome young man, a Spirit Guide, who visits them. The young woman and grouse have very beautiful and gifted children. Eventually the Spirit Guide treis to take his family to his country but has to put squeamish grandmother into a tree for safety. Incidental learning about one of the qualities of the balsam tree.

Audience: General

Category: Educators, Student, Teacher Resource

Curriculum Organizer(s):

Communicating, acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
							x

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Shaman Never Die

General Description: This video is a celebration of First Nations artist and their impact. It features more than 40 artists in an exploration of their work, creativity, inspiration, and spirituality as they reflect on their art and heritage. A variety of media forms are depicted including paint, granite, carving, and gold-smithing, with highlights of the commitment and deep symbolism they represent for their owners. [52 minutes]

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
				x	x		

Year Recommended: 1992

Supplier:

B.C. Learning Connection
208-7475 Hedley Avenue
Burnaby, B.C. V5E 2R1
Tel: (604) 431-7753 Fax: (604) 431-1844
Price:
ISBN/Order No: #VA0029



Sheen of Canada

General Description: This video explores the everyday lifestyle of a typical NisPa'a family that lives in Gitwinksihlkw, one of the NisPa'a communities. Sheena is one of the children being documented.

Audience: General

Category: Student, Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x					

Year Recommended:

Supplier:

The Eyes Multimedia Publications Co.
#505 – 1168 Hamilton Street
Vancouver, B.C.
Tel: (604) 688-3937 Fax: (604) 688-3977
Price:
ISBN/Order No: (not available)



Shared Learnings Integrating BC Aboriginal Content K-10

General Description: This resource focuses on the diversity, depth, and integrity of the cultures of British Columbia Aboriginal peoples. It is a guide for teachers, developed in recognition of the need for classroom materials that can help all teachers provide students with knowledge of, and opportunities to share experiences with, BC Aboriginal peoples.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x	x	x	x	x	x		

Year Recommended: 1998

Supplier:

Ministry of Education

Price:

ISBN/Order No: 0-7726-3654-0

APPENDIX B: LEARNING RESOURCES



Siiliŋsgum Ilx

(unpublished)

General Description: An account from a seal hunter who explains the rituals that will help a hunter to be successful. It tells how to butcher a seal. Incidental learning about the behaviour of the seal.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
			x				

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)



Sim'algaä NisPa'a Alphabet in Pictures

General Description: A phonetic alphabet used in this book enables students to read and correctly pronounce NisPa'a. Those who speak fluently could use the book to learn the writing system, while students use it as a beginner's dictionary.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring information

Grade Level:

5	6	7	8	9	10	11	12
x	x	x					

Year Recommended: 2000

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: 0-9680993-2-7



Sit'ilx

(under development)

General Description: A booklet explaining the oolichan oil distillation process. Illustrations by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
			x				

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Song of Eskasoni

General Description: Eskasoni is the home of celebrated Mi'kmaw poet Rita Joe. It portrays native life today as seen through her eyes and poetry.

Friendliness, a positive outlook, compassion and communication – these are Rita Joe's gentle weapons in her efforts to raise our awareness and understanding of today's native people. For twenty years her poetry and her presence have touched thousands, allowing us to feel our common dignity. [29 minutes]

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
				x	x	x	x

Year Recommended: 1997

Supplier:

National Film Board of Canada

1-800-267-7710

Price:

ISBN/Order No: C9193 027



Telephone Frame

[under development]

General Description: Several pre-framed conversations: answering the telephone and taking messages: requesting information.

Audience: General

Category: Student Resource

Curriculum Organizer(s):

Communicating, Acquiring information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
			x				

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)



This Land

General Description: A video regarding the NisPa'a land question.

It shows the Nass Valley as it appeared in 1967. Frank Calder is interviewed by Webster. Also shown are some of the cultural traditions of the NisPa'a, as well as the Ayuua' being deeply expressed. There is also a brief view of the 10th Annual Tribal Council Convention. [57 minutes]

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
						x	x

Year Recommended: 1997

Supplier:

National Film Board

1-800-267-7710

Price:

ISBN/Order No: 113B 0168 041

APPENDIX B: LEARNING RESOURCES



Ts'ak Parts 5-14

(under development)

General Description: Ts'ak continues to grow and develop through his many misadventures. This adaawaá

demonstrates the many steps a young man follows in his grooming for leadership. For example, Ts'ak meets Mouse Woman who models for him that size is not a consideration when one is gifted to help others. In another episode a very big slave is assigned to accompany him on his journey. Here Ts'ak learns to lead at least one person more physically powerful than himself. Illustrations by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)



Täeemsim Banhl Ilä

(under development)

General Description: Adaawaá about NisPa'a cultural hero, Täeemsim from whom they learn by hearing about his

achievements and his errors. Here Täeemsim attempts to be exactly like Ilä in every way. In doing so he looks most ridiculous.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
			x				

Year Recommended: 2000

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)



Wilaa Hak'sim Huxw Sit'aatkwsil Hoon

(unpublished)

General Description: A booklet explaining, in NisPa'a sim'algaá, the life cycle of the salmon. Illustrations by NisPa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Wilaa Sihoondiit ahl â'alii Lisims

(unpublished)

General Description: A food fishing story written by a group of children. It explains the harvesting and processing of salmon

from the river to the smokehouse. Translation by Nispa'a Language and Cultural Department staff.

Audience: General

Category: Student Resource

Curriculum Organizer(s):

Acquiring Information, understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
		x					

Year Recommended: 1997

Supplier:

School District No. 92, Nispa'a

Nispa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)



Wilaa Sit'aatkwshl Hloás ßanhl Yeen

General Description: AnëooPam Haat, along with a friend, transform into tiny birds to explore the heavens. When they get to the hole in the sky, one of them

stays behind. Tæeemsim goes on. He comes upon a village and sees the daughter of the chief. He turns himself into a pine needle and floats into her drinking water. As a result of her drinking the needle, she bears a son. Tæeemsim steals the ëä and runs back to the hole in the sky, where LoPobuula is still waiting. Tæeemsim attempts to use the ëä in a threatening way when he lands in â'alii Lisims. Included in his superhuman feats is his ability to make fog.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring information, Experiencing Creative Works, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
x							

Year Recommended: 1998

Supplier:

School District No. 92, Nispa'a

Nispa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$10.00

ISBN/Order No: (not available)



Wilt Gigiinaäkwdiit Wil KsPooPam iukwshl Hoon

(under development)

General Description: A description of the First Salmon Ceremony. Includes explanation of beliefs and taboos. Illustrations by Nispa'a artist, Linda Gonu-Hudson.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, Understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, Nispa'a

Nispa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES



Wilt Luuhlo'otkwahl Yats'iskwihl Gat

(under development)

General Description: Discussion about the belief that animals transform in order to communicate with humans. Explanations

of how certain animals come to be Spirit Guides to certain families and how those families treasure these Spirit Guides. An illustration of one metaphor for reincarnation. Included is a list of beliefs and taboos surround the First Salmon.

Audience: General

Category: Student, Teacher Resource

Curriculum Organizer(s):

Acquiring Information, understanding Culture and Society

Grade Level:

5	6	7	8	9	10	11	12
	x						

Year Recommended:

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price:

ISBN/Order No: (not available)

Elders, NisPa'a Speakers, and NisPa'a Advisors

Addresses:

Gingolx Village Government

General Delivery

Kincolith, BC V0V 1B0

(250) 326-4212

Gitlakdamix Village Government

PO Box 233

New Aiyansh, BC V0J 1A0

(250) 633-3000

Contact: Education Administrator of each Village Government

Gitwinksihlkw Village Government

PO Box 1

Gitwinksihlkw, BC V0J 3T0

(250) 633-2294

Laxgalts'ap Village Government

PO Box 200

Greenville, BC V0J 1A0

(250) 621-3212

Resources Available From NisPa'a Language K-3



NisPa'a Language Lesson Plans &

Tapes: Kindergarten

General Description: A series of lesson plans for each grade that are developed around various themes. The lesson plans provide dialogue practice, pattern formation and vocabulary development. Each set of lesson plans is accompanied by a set of cassettes and black line masters.

Audience: General

Category: Teacher Resource

Integrated Resource Package

Curriculum Organizer(s):

Communicating

Grade Level:

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

Year Recommended: 1998

Supplier:

School District No. 92, NisPa'a

NisPa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$374.50

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES

Available Resources from Nispa'a Language K-3

Nispa'a Language Lesson Plans & Tapes: Grade One



General Description: A series of lesson plans for each grade that are developed around various themes. The lesson plans provide dialogue practice, pattern formation and vocabulary development.

Each set of lesson plans is accompanied by a set of cassettes and black line masters.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information

Grade Level:

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

Year Recommended: 1998

Supplier:

School District No. 92, Nispa'a

Nispa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$374.50

ISBN/Order No: (not available)



Nispa'a Language Lesson Plans & Tapes: Grade Two

General Description: A series of lesson plans for each grade that are developed around various themes. The lesson plans provide dialogue practice, pattern formation and vocabulary development. Each set of lesson plans is accompanied by a set of cassettes and black line masters.

Each set of lesson plans is accompanied by a set of cassettes and black line masters.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring information

Grade Level:

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

Year Recommended: 1998

Supplier:

School District No. 92, Nispa'a

Nispa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$374.50

ISBN/Order No: (not available)



Nispa'a Language Lesson Plans & Tapes: Grade Three

General Description: A series of lesson plans for each grade that are developed around various themes. The lesson plans provide dialogue practice, pattern formation and vocabulary development. Each set of lesson plans is accompanied by a set of cassettes and black line masters.

Each set of lesson plans is accompanied by a set of cassettes and black line masters.

Audience: General

Category: Teacher Resource

Curriculum Organizer(s):

Communicating, Acquiring Information

Grade Level:

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

Year Recommended: 1998

Supplier:

School District No. 92, Nispa'a

Nispa'a Language and Culture Centre

New Aiyansh, BC V0J 1A0

Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$374.50

ISBN/Order No: (not available)

APPENDIX B: LEARNING RESOURCES

Role Model Posters: NisPa'a Designer and Clothing Entrepreneurs



General Description: A series of 12 colored posters detailing the work of NisPa'a entrepreneurs in the Nass Valley.

Audience: General
Category: Student Resource

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

Grade Level:

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

Year Recommended: 1998

Supplier:

School District No. 92, NisPa'a
NisPa'a Language and Culture Centre
New Aiyansh, BC V0J 1A0
Tel: (250) 633-2228 Fax: (250) 633-2697

Price: \$12.00

ISBN/Order No: (not available)

APPENDIX C: CROSS-CURRICULAR INTERESTS

The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education, Skills and Training wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of crosscurricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum Career Development
- English as a Second Language (ESL) Environment and Sustainability Aboriginal Studies
- Gender Equity Information Technology Media Education Multiculturalism and Anti-Racism Science-Technology-Society Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

Learning Outcomes-expressed as observable, measurable, and reportable abilities or skills

Employability Skills-inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

Contextual Learning-an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

Interpersonal Skills-inclusion of strategies that promote co-operative activities and teamwork

Career Development - inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using realworld and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12. Some examples of an applied focus in different subjects are:

English Language Arts-increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

APPENDIX C: CROSS-CURRICULAR INTERESTS

Mathematics - more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

Science - more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

Business Education - more emphasis on real-world applications such as preparing resumes and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts - applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community.

This summary is derived from The Kindergarten to Grade 12 Education Plan (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals technology in the workplace and in our daily lives
- social, family, and economic changes future education options
- career clusters (careers that are related to one another)

APPENDIX C: CROSS-CURRICULAR INTERESTS

- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students

with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives. Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help

students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends) job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education alternative (earning strategies and environments for different life stages mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment. Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part I*, and the *Career and Personal Planning 8 to 12 IRP*, April 1995.

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in *ESL*

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

- Good practices to enhance learning include:
- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators, R80032, 1993*, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term sustainability helps to describe societies that "promote diversity and do not compromise the natural world for any species in the future."

Value of Integrating Environment and Sustainability Themes

Integrating "environment and sustainability" themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of "environment and sustainability" themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning. Responsible action is integral to, and a consequence of, environmental education. Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences. Environmental awareness enables

students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from Environmental Concepts in the Classroom: A Guide for Teachers, Ministry of Education, 1995.

ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga'a, KwaKwaka'Wakw, Nlaka'pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating Aboriginal Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

APPENDIX C: CROSS-CURRICULAR INTERESTS

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts-comparing the artistic styles of two or more First Nations cultures

English Language Arts-analysing portrayals and images of First Nations peoples in various works of literature

Home Economics-identifying forms of food, food processing and preservation, clothing, and shelter in past and contemporary First Nations cultures

Technology Education-describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear, oolichan oil processing)

Physical Education-participating in and developing an appreciation for First Nations games and dances

This summary is derived from First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation), Aboriginal Education Branch, 1992, and B.C. First Nations Studies 12 Curriculum, Aboriginal Education Branch, 1994

GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.

- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe. Be consistent over time.

This summary is derived from the preliminary Report of the Gender Equity Advisory Committee, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**-provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes

- **Process**-allows students to select, organize, and modify information to solve problems
- **Presentation**-provides students with and understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the *Information Technology K to 12* curriculum.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services-all supplying media messages-are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

APPENDIX C: CROSS-CURRICULAR INTERESTS

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media) media and society (control, scope)

Examples of curriculum integration include:

English Language Arts-critiquing advertising and examining viewpoints

Visual Arts-analyzing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning-examining the influence of the media on body concepts and healthy lifestyle choices

Drama-critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies-comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM EDUCATION

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group

- accepting and appreciating cultural diversity as a positive feature of our society
- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social, economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are

APPENDIX C: CROSS-CURRICULAR INTERESTS

intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts-identifying ways in which the fine arts portray cultural experiences

Humanities-identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure and contribute e.g., Nisga'a counting systems

Physical Education-developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education--Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyze, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors
- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology

APPENDIX C: CROSS-CURRICULAR INTERESTS

- explore scientific processes and technological solutions
- contribute to responsible and creative
- solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts-recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts-analyzing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education-studying how technology has affected our understanding of the relationship between activity and well-being
This summary is derived from Science-Technology-Society-A Conceptual Framework, Curriculum Branch, 1994.

SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it.

Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

The student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction

APPENDIX C: CROSS-CURRICULAR INTERESTS

in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.

available from the Learning Resources Branch or are under development and will be available soon

The Universal Playground: A Planning Guide
(Ministry of Education, 1991, FCG 129)

Hard of Hearing and Deaf Students-A Resource Guide to Support Classroom Teachers
(Ministry of Education, 1994, RB0033)

Special Education Services-A Manual of Policies, Procedures and Guidelines
(Ministry of Education, 1995)

Individual Education Planning for Students with Special Needs: A Resource Guide to Support Teachers (Ministry of Education, 1995)

Students with Visual Impairments -A Resource Guide to Support Classroom Teachers (Ministry of Education, 1995)

Gifted Students-A Resource Guide to Support Classroom Teachers
(Ministry of Education, 1995)

Students with Intellectual Disabilities: A Resource Guide to Support Teachers
(Ministry of Education, 1995)

Teaching for Student Differences-A Resource Guide to Support Classroom Teachers
(Ministry of Education, 1996)

Resource Handbook for Adapted Curriculum Software (Ministry of Education, 1995)

Awareness of Chronic Health Conditions: What the Teacher Needs to Know (Ministry of Education, 1995)
This summary is derived from the *Handbook for Curriculum Developers*, February 1994, and *Special Education Services-A Manual of Policies, Procedures and Guidelines*, June 1995.

Ministry Resources for Teachers of Students with Special Needs

The following publications are currently

Learning out-comes, expressed in measurable terms, provide the basis for the development of learning activities and assessment and evaluation strategies. 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 Nisga'a program. The final section, "Generic Tools," provides assessment and evaluation aids useful for a broad range of activities.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated 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 judgments about student performance in relation to learning outcomes.

Students benefit most when evaluation is provided on a regular, on going basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, 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. It is referenced to criteria based on learning outcomes described in the provincial curriculum. 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 largescale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a non-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 learning 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 curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for Nisga'a.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

three ways that student performance can be evaluated 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, a description of the performance sample should be provided.

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 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 various assessment methods based on 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 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 evaluations 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 a portfolio?
- In what ways should students be involved in the process?

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A planning sheet can be used by the teacher and student for determining and clarifying the purpose, design, and construction of a student portfolio.

SAMPLES

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction 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:

- identification of the learning outcomes overview
- planning for assessment and evaluation defining the criteria
- assessing and evaluating student performance

Learning Outcomes

This part identifies the organizer or organizers and the specific learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria (based on learning outcomes), the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support that the teacher offered students tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

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The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Nisga'a language instruction.

(Page D-9)

- **Sample 2: Grade 6**
Adaawaá: Ku'batk'ihlkw
(Page D- 14)
- **Sample 3: Grade 7**
Clothing Album
(Page D- 18)
- **Sample 4: Grade 8**
Corresponding with Peers in Nispa'a Communities
(Page D-23)
- **Sample 5: Grade 9**
My Hobbies, Pastimes, and Favourite Activities
(Page D-27)
- **Sample 6: Grade 10**
Friendship
(Page D-34)
- **Sample 7: Grade 11**
Magazine Advertising
(Page D-39)
- **Sample 8: Grade 12**
Biography and Life History
(Page D-42)

SAMPLE I: GRADE 5

Topic: Family Origins

- **Sample I: Grade 5**
Family Origins

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Prescribed Learning Outcomes: Communicating

It is expected that students will.

- communicate information orally using common expressions and vocabulary

Understanding Culture and Society

It is expected that students will.

- identify and demonstrates an understanding of characteristics of Nisga'a culture

The teacher also assessed students' attitudes and added relevant learning outcomes from social studies (multiculturalism) and fine arts (illustrations, poster design).

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:

- posters describing the places of origin of students' family members
- oral presentations of the Family Origin Posters
- learning log responses

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 Tools" section of this appendix). The teacher focussed observations on the lesson goals and frequently reviewed students' logs.

- Students identified and listed the clan or countries of origin of their families. The teacher recorded the information and the corresponding languages in Nisga'a on charts and added them to the class word bank. This created a reference for students. Students then practised giving their names and their families' origins. (e.g., My name is _____. My family comes from _____.)
- The class examined and discussed a variety of actual passports and identification cards. They listed the kinds of information included and talked about the function of passports and identification cards.
- The teacher presented a Personal Information Sheet that consisted of this pre-framed outline:
My name is ____
I am ____ years old.
My native country is _____.
I was born in _____ (specific place).
I speak _____.
Symbols of the country: _____
My family crest is _____.

The class practised using the structures by completing a sample Personal Information Sheet. Then they brainstormed a list of useful words and expressions and practised interviewing partners to find out information about them. Their interview questions were often single-word cues such as Name? Age? Country? They took turns introducing their partners to the class, using this structure:

- This is my partner _____.
He/she speaks _____.
- Students wrote their places of origin on a blank map. They played games to practise and reinforce vocabulary.
 - The class created a word bank of languages with headings in Nisga'a. They collected information from people they knew, as well as dictionaries and library resources, including CD-ROMs.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

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 Family Origins Posters and encouraged students to involve extended family in order to collect a wide range of information. Students used the following pre-framed outline:

This is my _____
 He/she speaks_____.
 He/she is _____ years old.
 The country he/she comes from is_____.
 My family crests are_____.
 Symbols of the country:_____.

- Students used the class word bank to represent the information from their interviews in Nisga'a. They practised
- Students brainstormed five Nisga'a phrases or words they would like to learn in other languages e.g. good morning, thank you,
- words they would like to learn in other languages (e.g., good morning, thank you, hello)). They collaborated to find the words in as many languages as possible, including First Nations languages, and used the words to create word splashes (posters showing the same expression in a variety of languages) for a classroom display.

- Using the results of their family interviews, each student designed three Family Origin Posters (one for each family member). Each poster included:
 - a written description of relationship, name, age, country of origin, and language spoken
 - a photograph or drawing of the family member
 - illustrations of some of the symbols of the clan or countries of origin, and/or crests
- In Nisga'a, 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., *What language does 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

Word Bank

Language	Country/First Nation	"Hello. How are you?"
Nispa'a	Nispa'a	ïit! Aam wilaa wilinaa?
Haida/Xaad Kil	Haida	Gasinuu dang eeydang?

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed 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.

Family Origins Poster

- information is accurate, complete, and relevant (includes relationship, name, age, country of origin, language, and a crest or symbol)
- information is clearly presented (easy to follow and understand)
- symbols or crests are appropriate for the countries or First Nations identified

The illustrations and graphic design were assessed as part of fine arts.

Oral Presentation

- correctly uses the structures and frames provided
- pronunciation is approximate (most words can be understood with some effort)
- pauses tend to be at the end of a sentence or phrase
- uses mime, gesture, and props to help convey meaning
- attempts to self-correct
-
- listens attentively to other students

Learning Log

Entries show an awareness of and interest in student's own cultural background and those of classmates.

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to determine the extent to which students were able to demonstrate 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.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION**Family Origins Posters**

Note: The illustrations and graphic design were assessed as part of fine arts.

Rating	Criteria
Outstanding	Extends the requirements of the assignment to demonstrate additional learning. Complete information about all three family members is provided in NisPa'a. The information goes beyond the specific frames and information outlined by the teacher. Symbols are appropriate to the cultures identified.
Good	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	Includes most of the required information about each family member. May omit some information or make errors. (e.g., an inappropriate translation or Anglicism). Symbols may be somewhat general or difficult to understand.
Requirements Not Met	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.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION**Oral Presentation**

Note: Communication of meaning is the most important consideration.

Rating	Criteria
Outstanding	Presents the information on the poster, typically reciting carefully rehearsed expressions and structures. Clearly makes an attempt to speak Nisḅa'a, and the result is comprehensible without much effort on the part of the listener. Pauses tend to be at the end of the phrases or sentences. Shows awareness of his or her speech and attempts to self-correct (often by restarting a sentence or phrase).
Good	Reads or recites the information on the poster, possibly including an introductory or concluding phrase. (e.g., This is my family.) most parts are easily understood, given the context. Pauses frequently and may restart in the case of a blatant pronunciation error. May ask for confirmation after a particularly challenging word or phrase.
Satisfactory	Reads or recites the information on the poster and attempts to provide accurate Nisḅa'a pronunciation of patterns that have been practiced in class. The result tends to mix Nisḅa'a and English pronunciations (sometimes within a single word) 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	May be incomplete, inappropriate, or incomprehensible.

SAMPLE 2: GRADE 6**Topic: Short Stories**

Note: This sample unit is based on the adaawaá, *K'ubatk'ihlkw*, read in NisPa'a. A similar approach, perhaps with modification to suit availability of resources and the nature of NisPa'a, would work for another adaawaá.

PRESCRIBED LEARNING OUTCOMES:**Communicating**

It is expected that students will:

- share preferences and interests

Acquiring Information

It is expected that students will:

- extract specific information from age-appropriate Nisga'a resources in order to complete authentic tasks
- convey the information orally and visually

Experiencing Creative Works

It is expected that students will:

- view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways

Understanding Culture and Society

It is expected that students will:

- identify some characteristics of Nisga'a culture and society

OVERVIEW

The teacher developed a series of activities based on one aspect of the adaawaá, *K'ubatk'ihlkw*. Each lesson is thirty minutes. Evaluation was based on:

- adaawaá illustrations with NisPa'a
- captions (K'iè Saõ teaching the preservation of seal meat)
- accuracy of written information

- oral presentations of learner's opinion (creative or disabled)
- oral presentation of posters
- creative writing assignment: Describe how K'iè Saõ overcame his disability.

PLANNING FOR ASSESSMENT AND EVALUATION

- The teacher asked the learners to recall a time when they had been stuck and very scared about what was happening to them. The words and phrases were written on the board. The new words to the students were added to the student's vocabulary and phrase dictionaries.
- In NisPa'a and English, the teacher asked the students to name someone who was injured permanently or born with a disability. The information could be from either real life, a book the students had read, or from television news, documentary, or movie. The teacher listed the names and the disability on the board.
- In NisPa'a, the teacher listed some of the disabilities that NisPa'a people have been known to have had. (e.g., Hasiipgum Ts'ip/ Arthritis; K'iè Saõ/one-legged; HihlaPam an'un/Broken Arm; Hasiipgum WanPes/Mental Illness; Sins/Blindness. The teacher wrote these on chart paper and provided explanations for each.
- The teacher divided the class into four groups and assigned these topics: Traditional Arthritis Specialists, Traditional Amputation and Broken Bone Specialists, Traditional Mental Illness Counsellors, and Traditional Vision Experts. Each group brainstormed traditional ways in which a disabled person is assisted to heal, adapt, learn to ask for assistance, learn to contribute to the clan or nation. (e.g.,
 - Gindiithl hasiipgum ts'ibit ahl iss dim Pansayeehl dim wil siipkwahl hlits'ipt.
 - Naat an hlimoomhl gat dihlaat kw'oot'inhlsdo'ohl asaõidin?

- Agupān dip k'aa hluxwhluut'uxwhl gwik'āihl hli gadihl ā'alii Lisimsis?)
- The teacher circulated and assisted with the Nisga'a terms and phrases required for the presentation of their findings. The groups were brought together and a member from each group read their findings in Nisga'a. The teacher asked the other group members what information given was of value to them.
- A discussion followed on how an individual could overcome a disability. Examples were given from Nispa'a and other Aboriginal groups (e.g., Byron Stephens, born visually impaired, is attending university.). His profile was written in English and Niswga'a.
 - Gibaykw ahl adaawak_t. / An excellent storyteller
 - Ayaaðilt ahl t'imist. / clever, creative writer
 - Gwiix sgwatgum gat. / has a wonderful sense of humour
- Each group was assigned to design a poster using the Byron Stephens profile as a model. Reasons for valuing and respecting each individual and the gifts s/he brings were discussed.
- Agupān daāgathl gadihl?
- Adigwil gwinhlmoomtkwhl gat Panwilhl daāgatt
- Agupān wilaak'ihl gat?
- The phrases and terms from the previous days were reviewed before the actual reading of *K'ubatk'ihlkw*.
- Students worked in pairs to each choose and illustrate a line from *K'ubatk'ihlkw* from a list provided by the teacher. The teacher also made copies of the book available. Students presented their illustrations and read the captions to the class.
- Students wrote reflections in their journals (in English), briefly explaining their opinions or responses to the story and telling what they learned.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students determined the key criteria that should be demonstrated in the assigned tasks.

Story Illustration and Caption

- illustration reflects the meaning of the caption
- illustration matches other story details
- illustration reflects the context or setting (cultural background)
- student reads the caption fluently with approximate pronunciation
- student attempts to self-correct

Poster Presentation

The student:

- uses key words in the Nisga'a
- conveys meaning in Nisga'a by combining pictures, words, and actions
- attempts to self-correct

Journal

- offers a personal response to the story
- includes reasons and examples to support her or his response to the film
- demonstrates interest or insight into Nisga'a cultural and cultural differences

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher and students used performance rating scales to evaluate student work. Students had copies of the scales as they prepared their illustrations, posters, and journal entries. The same rating scales were adapted for other activities throughout the year. At the end of the unit, the teacher conferenced briefly with each student about the work completed.

Story Illustration and Caption

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Aspect	Strong	Complete	Partial	Not Demonstrated
Illustration <ul style="list-style-type: none">Shows the meaning of the caption				
<ul style="list-style-type: none">Matches the story in other details				
<ul style="list-style-type: none">Shows the cultural context				
Presentation <ul style="list-style-type: none">Reads the caption fluently				
<ul style="list-style-type: none">Explains accurately and with detail				
<ul style="list-style-type: none">Attempts to self-correct				

Poster Presentation

Note: Communication of meaning is the most important consideration.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION**Journal**

Rating	Criteria
Outstanding	Goes beyond the task requirements to offer an innovative or extended presentation. Most of the oral language is understandable, although speech may be hesitant and include Anglicisms and approximate pronunciations. Classroom and other resources are used to identify a variety of useful vocabulary. The meaning of the words chosen and the sentences are clear. Uses some of the structures and functional language practiced in class; attempts to correct and clarify speech.
Good	Presents the required vocabulary and makes the meaning clear through words and actions. Speech may be hesitant and difficult to understand. Uses some of the structures and functional language practiced in class. Attempts to correct speech.
Satisfactory	Presents the required vocabulary. Able to make the meaning of most of the words clear, often relying on pictures and actions rather than words. Tends to rely on one or two words to communicate meaning rather than longer structures or sentences.
Requirements Not Met	Has not demonstrated the required criteria. In some cases, student may be asked to repeat this or a similar assignment with additional support from the teacher.

Note: The teacher wrote a brief comment to each student and included a summary judgment.

Ratings	Criteria
Insightfulness	Offers a response to the story, supported by reasons and examples. Includes some insights or observations about the cultural context (may reflect on own culture or cultural influences in other times or places).
Aware	Offers an individual response to the story, with at least one reason or example as support. Tends to be direct and concrete. (e.g., I liked it because I like ____.) Also offers some comment on the culture or context. (e.g., I learned that I ____.)
Partial	Offers a personal response. Reasons tend to be vague (e.g., because it was boring). Typically not elaborated; little detail.
Not Demonstrated	Little or no evidence of personal response or cultural awareness.

SAMPLE 3: GRADE 7**Communicating**

Topic Clothing Album

PRESCRIBED LEARNING OUTCOMES:

It is expected that students will:

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- participate in classroom activities using simple speech in Nisga'a
- share information about themselves

Acquiring Information

It is expected that students will.

- extract specific information from Nisga'a Elders and age-appropriate resources in Nisga'a in order to complete authentic tasks,
- convey the information in oral and visual form

In addition to these outcomes, the teacher assessed students' attitudes and participation.

OVERVIEW

This unit was presented in September. Over approximately eight 30-minute classes, Grade 7 students developed and presented clothing albums. Evaluation was based on:

- clothing albums that each student prepared
 - self-assessment and analyses (in English)
- oral presentations to small groups (in Nisga'a)

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? The teacher explained that each student would create and present an album showing his or her clothing needs for Grade 7.

- Students brainstormed to develop a list of clothing vocabulary in Nispa'a. They posted the list on chart paper for easy reference. The teacher encouraged them to consult various sources (e.g., textbooks, magazines, Nisga'a 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

focussed 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 dictionaries, class charts, clothing catalogues, and textbooks) to find the vocabulary they needed. The teacher observed them as they worked, and circulated, asking questions in Nisga'a and helping students to answer. The teacher provided immediate feedback and recorded observations on a checklist.
- The teacher reviewed key structures and vocabulary and helped students practise phrases they could use in their presentations, as well as questions they could ask other presenters. Students practised their presentations with partners, then worked in small groups to practise asking and answering questions such as:
Dii hooyinhl Payda?
Do you wear hats?

Ee'e, á'ap adigwil Patkw ñiiō!
Yes, 1 always wear a hat

Nii, k'aa umägwíōhl dim
Paytgwiō! No, 1 hate wearing hats.

- 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 practised completing a form.
- Students presented their albums to small groups of three or four students. Each student in the audience was required to ask at least one question of the presenter and to complete a peer-evaluation form.

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- Students submitted their albums, their speaking notes, the peer evaluations they received, and self-evaluations.

were adapted for a variety of other assignments throughout the year.

Note: The teacher evaluated some, but not all, of the oral presentations on this assignment.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students agreed on the key criteria that should be demonstrated in each of the assigned tasks.

Clothing Album

- information is relevant and appropriate
- includes detail, sufficient information
- captions are written in Nispa'a
- information is well-organized and presented in logical categories

Self-Assessment

- specific, balanced
- connects to past and future activities

Oral Presentation

- information is relevant and appropriate • spoken in Nispa'a
- comprehensible

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate student performance. Students were given copies of the rating scales as they practised and prepared their presentations. The same scales

CLOTHING ALBUM

Rating	Criteria
Outstanding	Content is complete, appropriate, and detailed (includes a comprehensive school wardrobe and details such as colour, number). Takes risks with

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	interesting or unusual entries and uses new or unfamiliar language. Labels are written in Nispa'a and can be easily understood (e.g., spelling is correct or approximate; vocabulary is appropriate; structures reflect some conventions of written Nispa'a). Items are organized or grouped into meaningful categories. Illustrations, or captions support and enhance meaning.
Good	Content is complete, relevant, and includes some detail (offers a complete school wardrobe; includes some details about colour, number, and so on). Labels are written in Nispa'a and most can be easily understood (e.g., spelling is correct or approximate). Items are organized or grouped into meaningful categories. Illustrations or captions support and enhance meaning.
Meets Minimum Requirements	Content is complete, and most entries are relevant. Includes little detail. Most labels are written in Nispa'a and can be understood (articles are often omitted; numbers may be ignored; few adjectives). Items are organized or grouped into meaningful categories.

SELF-ASSESSMENT

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Rating	Criteria
Strong	Includes both strengths and weaknesses. Provides details or examples as support. Offers some evidence of action planning. (e.g., The next time I make a presentation, I'm going to ____.) Often makes connections to previous activities (e.g., comparing performance or task requirements with other experiences). Shows insight – may comment on reasons for strengths or weaknesses and speculate about what might have happened with a difference approach.
Developing	Includes both strengths and weaknesses, with some details or examples as support. Offers some evidence of action planning. May make connections to previous activities and future plans.
Minimal	Tends to be vague and rely on generalities. Includes both strengths and weaknesses, with at least one detail or example as support. Plans for future action may be vague. Offers few connections to previous activities or future plans.
Meets Minimum Requirements	May be incomplete, inappropriate, or incomprehensive.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION**Oral Presentation (and Response)**

Note: communication of meaning is the most important consideration. This scale considers both initial presentations and the interactions (questions and answers) that follow.

Rating	Criteria
Strong	Offers relevant and appropriate information. Speaks in NisPa'a using some of the conventions of correct pronunciation (may be uneven, mixing NisPa'a and English pronunciations). Uses mostly words and phrases that are comprehensible with some effort on the part of the listener (may be tentative, hesitant, and include approximations). Takes risks to enhance communication – often attempts structures or vocabulary that have not been practiced in class. May rely on pre-framed structures. Understands and attempts to self-correct some of the more blatant errors. When observing another presentation, asks basic questions that can be understood by the speaker. Shows active listening and supports other speakers by offering non-verbal encouragement, providing words or pronunciation when asked, and voluntarily repeating words to further communication.
Developing	Offers relevant and appropriate information. Makes presentation in NisPa'a using some of the conventions of correct pronunciation (may be uneven, mixing NisPa'a and English pronunciations). Most words and phrases are comprehensible with some effort on the part of the listener (may be tentative, hesitant, and include approximations). Tends to rely on pre-framed structures for presentation and questions (may ask the same question of each student). May recognize but be unable to correct errors. May have difficulty understanding and answering questions (may mix NisPa'a and English). Supports other speakers by offering non-verbal encouragement, providing words or pronunciation when asked.
Minimal	Offers relevant and appropriate information; presentation may be very short. Most parts are comprehensible with close attention and effort on the part of the listener (may be tentative and laboured; in parts, syllable-by-syllable; might be extremely difficult to understand out of context). Makes presentation mostly in NisPa'a and shows some of the conventions of NisPa'a. Relies on pre-framed structures practiced in class. Often unable to self-correct. May not be able to understand or answer some or most questions from other students (may mix NisPa'a and English). Asks at least one question when observing another student's presentation.
Meets Minimum Requirements	May be incomplete, inappropriate, or incomprehensible.

Sample 4: Grade 8

Topic: Corresponding with Peers In Nispa'a Communities**Prescribed Learning Outcomes**

It is expected that students will.

- share information about activities and interests
- participate in short conversations
- ask for information and permission

Acquiring Information

It is expected that students will.

- extract and, to some extent, process specific information from age-appropriate resources in Nisga'a in order to complete authentic tasks
- convey the information orally, visually, and using some writing

Understanding Culture and Society

It is expected that students will:

- identify and share their school, home and community traditions

In addition to these outcomes, the teacher assessed students' attitudes and work habits.

OVERVIEW

The teacher developed a series of activities to initiate correspondence between students and pen pals in Nisga'a communities. Students were asked to use a variety of technologies (e.g., video, e-mail). The activities occurred over several weeks, rather than as a continuous unit, to allow time for correspondence to be sent and received. Evaluation was based on:

- correspondence that students sent to their pen pals
- oral presentations on the information they received
- responses to the oral presentations

PLANNING FOR ASSESSMENT AND EVALUATION

- The class discussed purposes and methods of corresponding with others. The teacher guided the discussion with questions such as: How many of you write letters to friends in other places? Use e-mail? Use fax machines? Send audiotape or videotape? What formats do you most enjoy sending? Receiving? How many have or have had pen pals? What are some of the benefits of having a pen pal?
- The teacher explained that students would be selecting pen pals in a Nisga'a community and corresponding with them. They could use whatever methods of communication they preferred (e.g., written letters, e-mail, audiotape, videotape, or any combination of these). Students brainstormed a list of things they could do to help make their correspondence interesting and worthwhile. The teacher helped them to follow up by offering four suggestions:
 - Learn as much as you can about where your pen pal lives.
 - Practise vocabulary and sentence frames for telling about yourself and asking questions about someone else.
 - Learn how to describe, in Nispa'a, where you live.
 - Experiment with ways of making your information interesting.
- Students researched various areas of the community using a map and travel brochures and pamphlets. They practised making comparisons with their own geographic area. They also viewed and discussed a video on a Nisga'a community. They labelled an outline map and answered simple questions about it. Students also listened to oral statements and identified whether they were about the community under discussion or about a different area.
- Students read sample pen pal letters in Nisga'a 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 (class activities).

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

- Students completed learning log entries to reflect on their progress, their attitudes about the activities, and their plans and goals.
 - Each student created a letter of introduction to a pen pal. Some students included videotapes or audiotapes as well as print letters.
 - After they received responses from their pen pals, students made oral presentations describing their pen pals to the class. Students were required to make notes and ask questions during the presentations.
- message is understandable
 - student includes relevant and interesting details or features
 - fluid (most pauses occur at the end of a phrase or sentence)
 - answers most questions from other students using relevant information (may need teacher's help to understand some of the questions)
 - uses a variety of vocabulary and language structures

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided on the key criteria that should be demonstrated in the assigned tasks.

Correspondence

- student offers clear, relevant, and appropriate information
- includes interesting details or features
- asks questions about or makes comparisons (with the Nisga'a community) that indicate the use of Nisga'a materials (e.g., maps, brochures)
- includes information about local family, school, or community customs
- asks questions about comparable customs or behaviour patterns in the Nisga'a community
- in written work, spelling and mechanics do not interfere with meaning
- uses a variety of vocabulary and language structures

Oral Presentation

- Presenting

- Listening
 - student records three to five details from each presentation
 - student asks at least one question that is relevant and requires information that the speaker did not provide
 - student's question is understandable

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate students' demonstrations of the learning outcomes. Students were given copies of the rating scales in advance; similar scales were used for other assignments throughout the year. During each oral presentation, three students were designated to provide peer feedback to the speaker. Each used the same rating scale.

Correspondence

Note: Communication of meaning is the most important consideration.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

Rating	Criteria
Criteria	Message is relevant and appropriate; includes interesting details or features; meaning is clear; errors in spelling and so on do not interfere with meaning. Takes risks; uses a variety of expressions and structures, including some that have not been practiced in class (and consequently may not be used appropriately). Asks questions about or makes comparisons with local community that indicate use of NisPa'a materials (e.g., maps, brochures). Includes information about school or community customs and asks questions about comparable customs or behaviour patterns.
Good	Message is relevant and appropriate; may include some interesting details or features. Meaning is clear with a little effort on the part of the reader; errors in spelling, structures and so on do not obscure meaning. Uses a variety of vocabulary and language structures practiced in class. Asks questions about or makes comparisons with local community that indicates use of NisPa'a materials (e.g., maps, brochures). Includes information about school or community customs and asks questions about comparable customs or behaviour patterns.
Acceptable	Message is relevant and appropriate; includes most of the details discussed in class. The reader can understand most of the message with some effort; errors in word choice, spelling, and so on occasionally obscure meaning. Uses a variety of vocabulary and language structures practiced in class. Asks questions about or makes comparisons with local community that indicate use of NisPa'a materials (e.g., maps) Includes some information about school or community customs.
Not Demonstrated	The criteria for acceptable performance were not evident.

Oral Presentation

Teachers and students rated each of the presentation elements as: ST (strong); SA (satisfactory); MI (minimal); or NE (not evident).

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

Aspect	Teacher/Peer		Self	
	Rating	Comment	Rating	Comment
Presenting <ul style="list-style-type: none">• Main points are understandable• Information is relevant and appropriate• Includes interesting details or features• Uses a variety of vocabulary and language structures• Is fluid (most pauses occur at the end of a phrase or sentence)• Answers questions with relevant information• Compares pen pal's customs or behavioural patterns with own Listening <ul style="list-style-type: none">• Records three to five details from each presentation• Asks at least one relevant and understandable question				

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

SAMPLES 5: GRADE 9

Topic: My Hobbies, Pastime, and Favourite Activities

PREScribed LEARNING OUTCOMES:

Communicating

It is expected that students will:

- Share opinions and preferences, giving reasons in a manner consistent with NisPa'a culture
- Describe and exchange information related to activities, people, and things

Acquiring Information

It is expected that students will:

- Extract and process information from age-appropriate resources in the NisPa'a in order to complete authentic tasks
- Convey the information through oral and written language, using visual support

Overview

The teacher developed a two-to-three-week unit for Grade 9 students that focused on pastimes and leisure activities. Evaluation was based on:

- Oral presentations
- Responses to other students' presentations
- Written summaries of other students' presentation

Planning For Assessment And Evaluation

- To access prior knowledge, students talked about their favourite pastimes and activities, then completed the Pastimes Tables in NisPa'a

Pastimes Table

1. What pastime or activity do you associate with the items in the table below?
2. Choose one word * from this list to describe the activity in question one.

Ordinary	exhausting	glamorous	amusing
Fascinating	interesting	modern	hard
Scientific	boring	educational	expensive

Words Pastimes Description		
Books Compact disks A bathing suit Stamps and coins Films Running shoes Skates A photo album A piano Cookbooks		

- Use NisPa'a terms for these words (both adjectives and nouns) that are culturally meaningful.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

- Working in groups, students chose one of the following categories of activities: winter, summer, indoor, outdoor, individual, team, or group. Each group made up questions and interviewed classmates about their preferences for specific activities within the group's category. The groups reported their results orally.
- Students talked in Nisga'a with partners to find out what they wanted to do the next weekend and why: What are you going to do this weekend? Why? Students reported back to the class, and the information was summarized on chart paper. Students then practised giving reasons using this pattern: This weekend I want to ____ because _____. The teacher developed vocabulary with the class, and students recorded useful vocabulary in notebooks and personal dictionaries.
- Students read an authentic article about a First Nations leader, artist, or role model (e.g., Joseph Gosnell Senior, Alver Tait). The article included a short biography:

Dr. Joseph Gosnell, Senior

Sim'oogit Hleeá was born in the Nispa'a village of Arondale Cannery in the northwest corner of B.C. As a young adult he worked as a commercial fisher before entering tribal politics. He served in a variety of positions on the Gitlakdamix Band Council and later served as chairman of the Native Brotherhood of B.C. As a member of the Northern Native Fishing Corporation, Sim'oogit Hleeá served on the Pacific Salmon Commission.

Active in Nisga'a Tribal Council politics for more than twenty-five years, Sim'oogit Hleeá was elected President in 1992. He was lead negotiator for the landmark Nispa'a Treaty, which became law on May 11, 2000. This first modern-day treaty in B.C. made news around the world.

Sim'oogit Hleeá received an Honorary Doctorate of Laws Degree from Royal Roads University in Victoria on October 17, 1997, for his role in treaty negotiations.

Sim'oogit Hleeá and his family live in New Aiyansh. He is a member of the Gitlaxt'aamiks Ceremonial Dancers. Sim'oogit Hleeá also received the following awards:

- Humanitarian Award, Canadian Labour Congress
- Honorary Doctorate of Laws: Open University, '99;
- University of Northern BC, 2000; and Simon Fraser University, 2000
- Order of British Columbia, Government House, '99
- National Aboriginal Lifetime Achievement Award, 2000

The teacher helped students prepare, discussing strategies for dealing with authentic documents. (e.g., Preview an article by reading special text features like the biography above. Find all of the words and phrases that describe the subject's skills. Find five key words and phrases that are repeated at least three times in the document. List all of the things you learned about the subject.)

- The class prepared questions that students could use to find out about their partners' pastimes. Students practised the questions, then interviewed one another to acquire information for illustrated biographies and short oral presentations about their partners' favourite activities. They then posted the biographies around the room.
- The teacher discussed the criteria for oral presentations and provided each student with a rating scale to use for self-assessment as they practised. Students then made presentations on their partners' favourite pastimes.
- After their presentations, students completed learning log entries identifying two aspects of their presentations that had gone well and one area they needed to work on. Students discussed their self-assessments with their partners.
- As students listened to other presentations, they each completed a listening grid identifying the main points presented. The teacher emphasized the importance of listening attentively in order to include complete and accurate information.

- Each student was required to ask three or four questions that called for related information not included in the presentations. The teacher emphasized the importance of communication-asking questions that could be understood and answered to provide new information.
- Finally, each student chose two activities described by other students that they had not previously tried. For each activity, the student prepared a summary of the presentation and an illustrated caption. Each written summary included information about the person and activity, as well as reasons for wanting to try the activity.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria.

Oral Presentation

- information is relevant, appropriate, and detailed
- pronunciation and intonation are appropriate and accurate
- fluid (pauses are brief and do not interfere with meaning)
- student self-corrects as needed (e.g., restarting, repeating a word or phrase)
- vocabulary supports and enhances meaning (e.g., uses adverbs; includes frequency, variety, and specifics of activities)
- student uses appropriate patterns (e.g., verb and infinitive) to describe preferences and plans

Listening and Questioning

- Oral Questions

- relevant to the presentation and request information that was not included in the presentation
- pronunciation and intonation support meaning
- vocabulary and language patterns support meaning
- Listening to Presentations
 - listening grid includes complete and accurate information based on the presentations

Written Summary

- information is complete, accurate, and relevant
- includes reasons for selection
- illustrations or captions support and enhance meaning
- vocabulary supports and enhances meaning (e.g., uses adverbs; includes frequency, variety, and specifics of activities)
- uses appropriate patterns (e.g., verb and infinitive) to describe preferences, plans

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used performance rating scales to evaluate student work. Students were given copies of the scales as they prepared their assignments. The same rating scales were adapted for other performance tasks during the term or course (the specifics for meaning and the examples of language patterns changed from one activity to another, but the general criteria remained the same). Although the scale shows four levels, the teacher occasionally assigned grades of C+ and C-.

Listening and Questioning

The teacher completed a checklist to monitor students' abilities to listen and ask questions about each presentation. The form also included space for recording grades for oral and written work. Students had an opportunity to add comments or explanations.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

Oral Presentation

Note: Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Criteria	A	B	C	I or F
Meaning	Relevant, appropriate, and detailed in both presentation and response to questions, from the audience. Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates. Offers information about partner's level of competence. Includes information to clarify and extend understanding of the pastime (e.g., may include information about special equipment, how long partner has had this interest, celebrities who enjoy this pastime). Provides additional information or clarification when prompted by questions from the audience.	Relevant and appropriate, with some detail. Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates. Includes some additional information. May not be able to add new information when asked question.	Relevant and appropriate basic information. Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates. Often has difficulty understanding and responding to question.	Has not completed requirements of the assignment. (see the ministry's Reporting Policy for advice on when to use I and when to use F.)
Presentation	Does not obscure meaning. Pronunciation and intonation are generally appropriate but may include some errors and approximations, particularly when student responds to questions from the audience. Relies on memory or cue cards rather than reading every word. Pauses are relatively brief and tend to be at the end of sentences or phrases, or when the student is preparing to respond to a question. Makes some attempts to self-correct blatant errors but may not always be successful. Often includes visual aids (e.g., equipment, pictures) to add interest and clarify meaning.	Does not obscure meaning. Pronunciation and intonation are generally appropriate, but may include some errors and approximations. May frequently refer to cue cards or written script. Delivery may be somewhat halting, with frequent pauses, particularly when student attempts to answer questions. Some attempts to self-correct blatant errors (but often not successful). May include visual aids (e.g., equipment, pictures) to add interest and clarify meaning.	Requires close attention from the listener. Pronunciation includes some errors and approximations; intonation may be inappropriate in places. Delivery tends to be hesitant and tentative, with frequent pauses. Tends to rely on written notes or script. Often unaware of errors. May be unable to answer some questions without help.	Has not completed requirements of the assignment. (see the ministry's Reporting Policy for advice on when to use I and when to use F.)

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION**ORAL PRESENTATION (CONTINUED)**

Criteria	A	B	C	I or F
Language	Appropriate to the topic. Uses adverbs in describing partner's level of competence or expertise. Often includes active verbs to express desires or plans. Takes risks with new vocabulary and patterns to enhance meaning or add interest to presentation.	Appropriate to the topic. Includes some adverbs in describing partner's level of competence or expertise. Tends to rely on constructions and basic vocabulary that have been practiced in class (e.g., active verbs to express desires or plans). May ask for help or use some Anglicisms when asked questions.	Appropriate to the topic. May include some inappropriate usage or substitutions. Includes some adverbs in describing partner's level of competence or expertise. Tends to rely on simple constructions and basic vocabulary that have been practiced in class to express desires or plans.	Has not completed requirements of the assignment. (see the ministry's Reporting Policy for advice on when to use I and when to use F.)

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

Listening and Questioning

The teacher completed a checklist to monitor students' ability to listen and ask questions about each presentation. The form also included space for recording grades for oral and written work. Students had an opportunity to add comments or explanations.

Teacher Recording Form: Oral and Written Presentations

Name: _____		Date _____	
Oral Presentation Grade _____			
Comments:			
Written Summary Grade _____			
Comments:			
Questions (Record the questions verbatim if possible)			
Question 1: _____			
Check all that apply:			
Connected to presentation _____		Required new information _____	
Understood by presenter _____		understood by teacher _____	
Question 2: _____			
Check all that apply:			
Connected to presentation _____		Required new information _____	
Understood by presenter _____		understood by teacher _____	
Question 3: _____			
Check all that apply:			
Connected to presentation _____		Required new information _____	
Understood by presenter _____		understood by teacher _____	
Student Comments:			

Written Summary

Note: Communication of meaning is the most important consideration. This scale was adapted and used throughout the year to assess written work.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

Rating	Criteria
A	Information is relevant, accurate, and detailed for both activities. The summaries include all required information about the person, the activity, and why the activity is appealing. Adds or elaborates on information to create interest. The written and visual presentations support and enhance meaning. Newly acquired language is appropriate and used accurately. Incorporates familiar language and often risks using unfamiliar vocabulary or structures to enhance meaning or add interest. (these attempts may or may not be successful.)
B	Information is relevant, accurate, and detailed for both activities. The summaries include all required information about the person, the activity, and why the activity is appealing. Adds or elaborates on information to create interest. The written and visual presentations support and enhance meaning. Newly acquired language is appropriate and used accurately. Incorporates familiar language and often risks using unfamiliar vocabulary or structures to enhance meaning or add interest. (these attempts may or may not be successful.)
C	Relevant information is presented for both activities, but one or two aspects may be incomplete or inaccurate. Includes little detail beyond minimal requirements. Visual presentation is clear, but written presentation may include some problems with newly presented language that puzzle the reader or require rereading. Student tends to rely on simple, familiar constructions and basic vocabulary.
I/F	Has not completed requirements of assignment. (See the ministry's Reporting Policy for advice on when to use I and when to use F.)

SAMPLE 6: GRADE 10**Communicating****Topic: Friendship***It is expected that students will.***PRESCRIBED LEARNING OUTCOMES:**

- communicate needs, desires, and emotions • participate, in Nisga'a, in a variety of situations drawn from real life

Acquiring Information

It is expected that students will.

- process and adapt information from age-appropriate resources in Nisga'a in order to complete authentic tasks
- convey the information in formats that show growing independence in oral and written language

Experiencing Creative Works

It is expected that students will.

- view, listen to, and read creative works and respond to them in personal ways

Understanding Culture and Society

It is expected that students will.

- examine their own customs and discuss similarities and differences when compared to other First Nations or non-Aboriginal cultures

OVERVIEW

The teacher developed a three-week unit on friendship that included reading and responding to poetry. Evaluation was based on:

- response to poetry (in words, pictures, and symbols)
- a Friendship Test that each student developed
- oral language observed in class and group discussion

PLANNING FOR ASSESSMENT AND EVALUATION

- Students brainstormed the qualities of a good friend, then used classroom resources and other documents to list useful vocabulary for talking about friends and friendship. Students developed short personal definitions of an ideal friend.

- Students listened to an audiotape about two friends and classified key words and phrases according to the character of each friend.
- The teacher formed small groups and assigned each group two Nisga'a poems on the subject of friendship to read, discuss, and present to the class. After the presentations were completed, students described their own best friend and the activities they enjoyed together, and compared their descriptions with those in the poems. In small groups, students listed and discussed cultural similarities and differences regarding friendship.
- Each student was asked to choose one or two poems and create a personal response in words and pictures. Before they began the assignment, the teacher and students agreed on task requirements and discussed the marking criteria.
- Students completed a magazine questionnaire, 'What Kind of Friend are You?' in Nisga'a. They discussed the format of the questionnaire and the kinds of questions that were included (not their personal results).
- Each student prepared a Friendship Test questionnaire with at least 10 items, and asked two or three other students to try it and comment on how well it worked. Students handed in the questionnaire, a selfevaluation of the questionnaire, and comments from other students.

DEFINING THE CRITERIA

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria.

Response to Poetry

(Including: words, pictures, and symbols)

- conveys central idea of the poem
- states a personal opinion or response

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

- offers details, reasons, and examples to support response
- makes connections to other experiences, poems, stories, and media

Friendship Test

- includes a minimum of 10 questions, answer key with interpretation guidelines, self-assessment, and comments from two classmates
- includes relevant concepts
- uses a range of useful vocabulary and expressions
- uses questionnaire structures
- self-assessment focusses on key aspects of the questionnaire
- answer key and interpretation are logical and detailed

teacher observed two of the small groups and completed the Observation Checklist for students in those groups. All students completed checklists as a self-evaluation activity and included them in their portfolios or journals.

Students were given copies of the scale as they prepared their assignments. The same rating scales were adapted for other performance tasks during the course (the specifics for meaning and the examples of language patterns changed from one activity to another, but the general criteria remained the same). Although the scale shows four levels, the teacher occasionally assigned grades of C+ and C-.

Oral Language

(As observed in class and small-group discussions.)

- uses a range of useful vocabulary and expressions
- expresses desires (e.g., qualities of a friend)
- identifies similarities between own friendships and those described in the audiotape
- volunteers information and ideas to stimulate discussion
- asks questions to extend or clarify information

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher collected students' work and used rating scales to assess students' responses to poetry and to assess their questionnaires. The

Response to Poetry

Rating	Criteria
A	Conveys the central idea or theme, and may consider an unusual interpretation. Presents a clear and detailed response through words, pictures, and graphics. Makes connections to other experiences or

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

	works, and focuses on some of the more subtle or abstract features. Attempts to engage viewers and extend their understanding.
B	Conveys the central idea or theme, states a personal response, and presents details, reasons, or examples to support the response. Makes connections to other experiences – these tend to be direct and concrete.
C	Addresses the central idea or theme of the poem. Tends to focus on a literal interpretation. Offers an opinion or response with some support. Support may focus on retelling or illustrating information from the poem or focus on labels such as boring or interesting. Personal connections tend to be direct and concrete.
I/F	Has not completed requirements of assignment. (See the ministry's Reporting Policy for advice on when to use I and when to use F.)

Friendship Test

Rating	Criteria
A	Goes beyond the requirements of the task to use vocabulary, structures, or content not practiced in class (may not always be successful). Takes risks to add interest (e.g., uses innovative format, questions draw on unusual situations, includes humour). Vocabulary and structures are appropriate, and

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

	errors do not detract from meaning. Self-assessment is thorough and insightful.
B	Questions are relevant, appropriate, and clearly expressed, using a range of useful vocabulary and expressions. Demonstrates use of appropriate sources (e.g., dictionaries for vocabulary, magazine articles for formats). Answer key and interpretation are logical and detailed. Self-assessment focuses on key aspects of the questionnaire. Errors do not detract from meaning.
C	Questions include relevant and appropriate content, but may be somewhat vague, repetitious, or confusing. Includes useful vocabulary and expressions practiced in class but may use the same pattern for many or all questions. Answer key and interpretation may be short and rely on assignment of labels without explanation. Errors may cause the reader to reread or puzzle over some parts.
I/F	Has not completed requirements of assignment. (See the ministry's Reporting Policy for advice on when to use I and when to use F.)

Oral Language Observation Checklist

*3 = strong, 2 = satisfactory 1 = minimal, NO = not observed

To be completed by teacher, self, or peers

Behaviour	Example	Rating*
<ul style="list-style-type: none"> • Uses a range of useful vocabulary/expressions • Volunteers information/ideas to stimulate discussion • Identifies similarities/differences with the NisPa'a culture • Asks questions to extend/clarify information • Responds to questions/comments from other students 		

SAMPLE 7: GRADE I I

It is expected that students will.

Topic: Magazine Advertising

- exchange opinions on topics of interest

PRESCRIBED LEARNING OUTCOMES:

Acquiring Information

Communicating

It is expected that students will.

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

- research and use relevant information from a variety of age-appropriate resources in order to complete authentic tasks

Understanding Culture and Society

It is expected that students will:

- identify cultural content in the resources

In addition to these outcomes, the teacher assessed students' attitudes and work habits.

OVERVIEW

The teacher developed a unit for Grade I I students that focussed on the language and images of Nisga'a and other magazine advertising. The unit comprised five classes of 60 minutes each. Evaluation was based on:

- written analyses of selected advertisements
- journal entries

PLANNING FOR ASSESSMENT AND EVALUATION

- Students compiled a class chart showing the titles, intended audiences, and typical products advertised in the magazines they read
- The teacher posted six to ten ads from magazines around the room.

Students were given ten minutes to walk around the display and, for each ad, note the magazine title, the product being promoted, and the intended audience. As a class, students discussed their choices.

- The teacher modelled the process of extracting meaning from images and text using prompts in Nisga'a such as:
- Students wrote reflectively in their journals by responding to some or all of the following prompts:
 - Something that surprised me was ____.
 - Something that frustrated me was ____.
 - Something that I learned from the ad was _____.
 - I want to read more about _____.

- *Who or what is represented?*
- *Where?*
- *What is happening?*
- *Describe the mood or feelings.*
- *What is the slogan?*
- *What does the slogan mean?*
- *List the descriptive words used.*
- *What allusions to literature, history, or music do you notice?*

The teacher asked students to notice and describe subtle details, speculate about intentions, and consider possible interpretations of word choice, then demonstrated how to transform students' point-form information into sentences.

- Students worked in groups of three or four to analyze images and text in Nisga'a advertisements and present their analyses to the class. Each group worked with a different advertisement.
- The class brainstormed a list of advertising strategies, then came up with examples of familiar advertisements that used the various techniques listed. They then reviewed again the Nisga'a ads posted around the room and added information on "strategies employed" to their notes. Students worked in pairs to consider what cultural assumptions or beliefs were implicit in the advertising they reviewed, then discussed their views with the class.
- Students worked alone or in pairs to analyze and write reports on advertisements from First Nations magazines, or newspapers such as Kahtou.

DEFINING THE CRITERIA

The teacher reviewed the expectations for the unit and discussed key criteria and how these might be demonstrated.

Advertising Analysis

- communicates ideas in a written paragraph using understandable Nisga'a
- uses information from a Nisga'a advertisement to:
 - describe the picture and text
 - identify what is being sold and who the potential buyers might be
 - identify one or more strategies used to make the ad appealing
 - interpret relatively obvious visual and written puns, or allusions to history, literature, or music

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate students' work. Students were given copies of the scales as they worked on their assignments; similar scales were used for other assignments throughout the year.

Advertising Analysis

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

Rating	Criteria
Rating	Criteria
Outstanding	Detailed and insightful. Focuses on appeal to audience. Descriptions of the picture and text are fully developed (include who or what is in the picture, the slogan, with a thoughtful level of detail). Responses offer some supported generalizations about the cultural level of images and the words. Considers advertising appeal to humour, and so on. Ideas are presented in simple but clear
Isightful	Offers an analysis of the purpose of the image and the words. Considers advertising appeal to humour, and so on. Ideas are presented in simple but clear
Aware	NisPa'a; draws on a range of useful expressions. Errors in tense or structure do not affect meaning. Tends to focus on broad concepts and obvious aspects. Responses include some detail. Evidence of
Good	thoughtfulness in some aspects, but not others. Tends to focus on specifics. Complete and accurate descriptions of the picture and text are accurate and include some detail. Offers a literal analysis of the image and language, and includes some reference to the purpose and intended audience. Ideas are presented in simple, but clear NisPa'a; vocabulary and structure may be repetitive. May include occasional Anglicisms or spelling errors. Errors typically not elaborated, little detail.
Partial	Responses are in simple, but clear NisPa'a; vocabulary and structure may be repetitive. May include occasional Anglicisms or spelling errors. Errors typically not elaborated, little detail.
Meets Minimum Requirements	Accurate, minimal information. Describes the picture and reproduces the slogan with little detail or analysis. Typically does not refer to a specific audience, but may refer to an unspecified "you." Ideas are presented in NisPa'a, but may include a number of Anglicisms and spelling errors as well as errors in tense or structure. May require some effort on the part of the reader to understand the meaning. Vocabulary tends to be simple and repetitive; structures tend to be fragmented. May be very short.
Not Demonstrated	Little or no evidence of understanding or communication in the target language.

Journal

SAMPLE 8: GRADE 12**Topic: Biography and Life History****PRESCRIBED LEARNING OUTCOMES:****Communicating**

It is expected that students will:

- learn to use Nisga'a protocol when interviewing
- give reasons and information to support points of view on various issues
- interact in Nisga'a effectively and with some spontaneity in situations drawn from real life

Acquiring Information

It is expected that students will.

- research, analyze, and use relevant information from several sources on a chosen topic to complete authentic tasks

In addition to these outcomes, the teacher assessed students' abilities to work collaboratively using the reference set *Evaluating Group Communication Skills Across Curriculum*.

OVERVIEW

The teacher developed a four-week unit for Grade 12 students that focussed on researching,

understanding, and presenting information about the lives of past and present elders in the Nisga'a Nation. Students collected, interpreted, and presented information from a variety of community and library resources. Evaluation was based on:

- written research
- oral interactions

PLANNING FOR ASSESSMENT AND EVALUATION

- Students reviewed English and Nisga'a books, videos, photos, slides and/or newspaper articles about the changes in the culture and lifestyles of Nisga'a, focussing in particular on life histories or biographies of individuals. The teacher noted their willingness and abilities to respond to questions in Nisga'a such as:
 - *How did the Nisga'a live during the late nineteenth century?*
 - *What changes happened in Nisga'a culture and society during the late nineteenth and early twentieth century?*
 - *How did the economies and livelihoods of Nisga'a change?*
 - *What influences did government and schooling have?*
 - *What do you think were the main contributing factors to change?*
- A Nisga'a elder addressed the class about changes and events in his/her life and his/her parents' and grandparents' generation. Students asked questions, some of which they had prepared in advance, and recorded five key points of the presentation. The class discussed the presentation and collectively agreed on the

top seven points. Students assessed their own listening skills by comparing their notes with the class summary. The teacher noted the extent to which various students were able to engage in spontaneous discussion.

- Students worked in groups to generate survey questions about events and processes that shape a person's life. They interviewed one another, then compiled and presented the results. Then each student wrote a paragraph comparing his or her experiences with those of the elder. The teacher collected the work and assessed it using a rating scale for written research.
- The class generated a list of five or six issues that affected the lives of the Nisga'a since the nineteenth century, and ordered them in terms of importance. Groups presented their findings, explained their reasoning, and responded to questions or challenges from other groups. (Each student was responsible for presenting and answering questions about one of the group's decisions and for responding to other groups who disagreed.) The teacher assessed students' presentations and interactions using a rating scale for oral communication.
- Based on the results of previous activities, students worked as a class to identify three problems or issues in their community that have origins in history, and collected information on what were possible solutions, based on that information, and on the basis of their own experiences and opinion, and to develop interview questions in order to find possible solutions. Students worked in pairs to interview three community members, each of whom represented a different perspective. The pairs presented their findings in written reports. The reports were assessed using a rating scale for written research.
- Each student chose one of the following ways to demonstrate his or her ability to communicate orally, to give reasons and information to support a point of view, and to interact effectively in Nisga'a:
 - a speech, or narration of a story of past experiences of the Nisga'a

- a simulated public discussion on the issue as a group, presenting different or complementary points of view
- Students had opportunities to prepare and practise in groups or with partners.

DEFINING THE CRITERIA

The teacher reviewed the expectations for each task and discussed criteria with students. The teacher emphasized that in all assignments the most important feature would be the students' abilities to communicate meaning.

Written Research

The following criteria were used to evaluate students' written paragraphs and their interview reports.

- Meaning
 - information is clear, relevant, accurate, and detailed
 - includes appropriate research support or attribution
 - presents credible reasons and explanations for views presented
- Language
 - wide range of vocabulary and idiom supports message
 - minor errors in tense or structure do not reduce effectiveness
- Organization
 - clear and logical organization of ideas enhances message
 - transitions are clear and appropriate

Oral Interactions

The following criteria were used to evaluate students' prepared group discussions of the issues or problems and their oral discussions (e.g., speeches, simulations) on social and historical issues

- Meaning
 - message is clear, complete, and appropriate to the topic
- Language

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- wide range of vocabulary and idiom supports message
- appropriate use of tense and structure
- Interaction
 - student uses strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in Nisga'a, adapts known structures to new situations)
 - fluid (pauses are brief and do not interfere with meaning)

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher evaluated students' demonstrations of the learning outcomes using two performance rating scales: one for oral interactions and one for written research. Students had discussed the scales and used them in several previous activities. The teacher marked four assignments for each student.

Written Research

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Generic tools are aids to assessment and		Prompts for Daily Journal Reflections
Rating		Criteria
A	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 do not detract from meaning.	Today we talked/learned participated in
		I tried to:
		I asked:
B	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 and tense errors, but these do not obscure the meaning.	I found out:
		I wish I had:
		One question I'm taking away to think more about is:
C+	Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. Structures tend to be repetitive, and there tend to be few transition words, resulting in a "choppy" flow. Vocabulary and idiom tend to be basic and concrete. May include errors in tense or structure, but meaning is clear.	The steps I took to participate effectively were:
		The problems I encountered were:
		To solve these problems I:
C	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. May misuse or omit transition words. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, structure, and occasionally spelling (indicating that the student did not use a dictionary or other resources to check work), but these do not seriously affect meaning.	The resources and people I used to help were:
C-	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 with little appropriate use of idiom. Errors in tense, 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 lack a sense of logical organization.	
I/F	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 views.	

evaluation that are useful for a broad range of activities. This section of Appendix D provides

some generic tools language teachers commonly find useful.

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Student Journals

Assessment of student performance may be supported through the use of journals. Student journals are a powerful tool for encouraging students to reflect on their experiences. A journal may be fairly structured, or it may be a general review of the events of the week in the Nispa'a class. Entries may comment on a specific activity or topic, or provide a broad reflection on progress or an issue.

Journals are an important aspect of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance in developing skills. Teachers can respond to a student journal in a letter, by talking to the student.

Interviews

Interviews can provide valuable information about students' understanding of the thoughts and feelings about Nispa'a language and culture. Interviews give students an opportunity to reflect on the unit of study. They also give 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 that lead to open-ended discussions or it may require formal completion of specific questions.

Interview Guide

Reflection Activity/Project
Student Name: _____ 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:

Informal interviews between teacher and student should take place on a regular basis.

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Questions	Teacher Notes
• How did you feel about your participation in this activity?	
• What do you think about _____?	
• How does your group feel about you?	
• Did you have any 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 were taught or learned?	

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Observation Sheets

Observation sheets may be used to assess an individual student or a co-operative activity. This information is useful when reporting on individual student progress. It is recommended that teachers focus thier

assessment by selecting only a few attributes for each observation. In any one class, teachers will find time a limiting factor and may only observe a small portion of students in the class.

Observation of Oral Interaction		
Student's Name _____		
1.	Student A is able to ask questions as part of a survey on _____	very well <input type="checkbox"/> more or less <input type="checkbox"/> with difficulty <input type="checkbox"/>
2.	Student B is able to answer student A's questions.	very well <input type="checkbox"/> more or less <input type="checkbox"/> with difficulty <input type="checkbox"/>
3.	Student B is able to ask questions as pat of a survey on _____	very well <input type="checkbox"/> more or less <input type="checkbox"/> with difficulty <input type="checkbox"/>
4.	Student A is able to answer student B's questions.	very well <input type="checkbox"/> more or less <input type="checkbox"/> with difficulty <input type="checkbox"/>
5.	Student A and B are able to write down one another's answers <input type="checkbox"/>	very well <input type="checkbox"/> more or less <input type="checkbox"/> with difficulty <input type="checkbox"/>

Student Assessment Forms

Teachers may want to provide students with self-or peer assessment sheets, checklists, or observation sheets in NisPa'a. The teacher may use any form as a model and translate to create a NisPa'a equivalent. Alternatively, the teacher might create a bilingual form that includes English and NisPa'a.

Student Assessment Sheet
(This is an example of an assessment form that could be translated or provided in a NisPa'a version)
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 the target language that I could use in another setting is: _____ _____ _____

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PLANNING AND GOAL SETTING WORKSHEETS

Setting individual goals for progress in learning the target language is an important assessment strategy. Teachers can use planning and goal-setting worksheets – which include reflections on interests and

Abilities in the NisPa'a class and statements of short-and long-term goals – as the basis for assessing students' progress in the various units of a NisPa'a program.

[illegible]

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION

CHECKLISTS

Checklists allow the teacher to observe the entire class “at a glance.” They provide a quick reference sheet for identifying specific information regarding student co-operation, participation, leadership abilities, attitudes, knowledge, or skills. Checklists can also be useful in developing student learning profiles

that indicate growth over time. Checklists allow the teacher to create an individual record-keeping system in a variety of forms (e.g., by date, using a legend of skill proficiency, using a simple checkmark identifying a yes or no).

Group Observation Form			
Course: _____ Class/Block: _____ Date: _____			
Skill/Concept: _____			
5-Superior	4-Satisfactory	3-improving	2-Experiencing Difficulty

Name of Students	Criteria to be Observed			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				

APPENDIX D: ASSESSMENT AND EVALUATION - INTRODUCTION**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								

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