



**nsíylxcən**  
**(OKANAGAN LANGUAGE) 5 TO 12**

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# *Integrated Resource Package 1999*

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## **Acknowledgment**

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*(Okanagan Language Committee)*



# INTRODUCTION

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This Integrated Resource Package (IRP) provides some of the basic information that teachers require to implement the nsíylxcən 5 to 12 curriculum.

### THE INTRODUCTION

The Introduction provides general information about the nsíylxcən (pronounced n sel ●gh ch×n) 5 to 12 curriculum, including special features and requirements. It also provides a rationale for the teaching of nsíylxcən 5 to 12 in British Columbia schools.

### THE nsíylxcən 5 TO 12 CURRICULUM

The nsíylxcən 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 the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- learning resources

### *Prescribed Learning Outcomes*

Prescribed 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. Prescribed learning outcomes are clearly stated and expressed in observable terms. All

prescribed 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 learning 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 nsíylxcən 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 prescribed 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. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluation.
- **Appendix E** acknowledges the people and organizations that have been involved in the development of this IRP.
- **Appendix F** lists the sounds and phonemes of nsíylxcən, and gives a vocabulary list.



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

### PRINCIPLES OF LEARNING

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

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

### RATIONALE

nsíylxcən contains the essence of our culture in the Okanagan Nation where the population is made up of a declining number of nsíylxcən speakers. It is important for our young people to be given opportunities to communicate in nsíylxcən.

In addition to bringing a sense of identity, personal satisfaction and communicative competence, an ability to speak the nsíylxcən language expands opportunities within the community for self-development. An ability to communicate in nsíylxcən also encourages the development of an open-minded attitude and an awareness of the Okanagan culture and other cultural groups. If the nsíylxcən language ceases to exist, the nsíylxcən culture will be lost.

British Columbia is characterized by cultural and linguistic diversity. The Okanagan language, nsíylxcən, belongs to one of at least 30 language groups. The Okanagan Nation shares with other Aboriginal nations the goal to perpetuate their language which is in danger of extinction. Colonization and the residential school system have had significant impact on the continuity of the nsíylxcən language. In the past, Okanagan Nation members attended residential schools where the use of their mother tongue was prohibited. As a result, several generations of Okanagan did not speak nsíylxcən.

Learning nsíylxcən is an appropriate goal for Okanagan learners.

The main aim of language learning is communication. The suggested instruction and assessment strategies emphasize the practical use of the language in all its forms.

This Core nsíylxcən Integrated Resource Package (IRP) is the result of a process which reflects the influence of several movements in language education. The development of nsíylxcən language instruction in the province has been a joint initiative with the Okanagan Aboriginal communities and local school districts. We see nsíylxcən language skills as contributing to the development of critical thinking and learning skills in general (e.g., active listening, predicting, generalizing, categorizing, utilizing human and written resources).

In British Columbia, we have the imperative to provide a strong connection between school learning and the practical skills needed in society beyond the classroom and in the world of work. The implementation of nsíylxcən as a credit/graduation course will give it recognition in the public school system. The Core nsíylxcən IRP provides teachers, students, and parents with this practical focus - the purposeful use of the language.

### **THE COMMUNICATIVE-EXPERIENTIAL APPROACH**

The nsíylxcən 5 to 12 curriculum endorses what is commonly referred to as the *communicative-experiential* approach. In this approach, the focus of instruction is the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to get things done. Grammar instruction plays a supportive role only—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 learning is not additively sequential but is recursive and paced differently at various stages of acquisition. (R. Oxford)
- 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 inextricably bound to culture. Language use requires an understanding of the cultural context within which communication takes place. (J. 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 and not in terms of language items to be mastered. Assessment and evaluation of language acquisition focus on students’ abilities to understand others and to express themselves comprehensibly 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 nsíylxcən • 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 experiences that encourage them to:

Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• use visual and contextual clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• repeat alone and with others to practise and reinforce new vocabulary and language patterns</li> <li>• record ideas or expressions using nsíylxcən words</li> <li>• listen attentively and participate in activities</li> </ul>	<ul style="list-style-type: none"> <li>• predict meaning</li> <li>• use formula phrases, including greetings and expressions of politeness</li> <li>• actively seek help by asking for clarification and repetition</li> <li>• connect new topics to personal experience</li> <li>• develop personal notebooks or dictionaries to record new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• recognize known words and cognates in new contexts</li> <li>• ask for specific words in nsíylxcən while continuing communication</li> <li>• listen to and practise pronunciation of the written word</li> <li>• group new items into categories that are personally meaningful</li> <li>• self-evaluate progress by comparison with earlier performance or against personal goals</li> <li>• continue to record new vocabulary and phrases</li> </ul>
Grade 8	Grade 9	Grade 10
<ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• use word web charts, tables, and other graphic organizers to support oral and written expression</li> <li>• reflect on learning by recording personal goals, successful strategies, and new vocabulary and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and use common patterns</li> <li>• listen, view, and read selectively to focus on key information</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of writing forms to convey personal meaning (e.g., nsíylxcən words, illustrations)</li> <li>• plan ahead for communicative activities by anticipating language and resources needed</li> </ul>	<ul style="list-style-type: none"> <li>• take risks with the language to extend language boundaries</li> <li>• use a variety of reference materials, including dictionaries, for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul>
Grade 11	Grade 12	Introductory nsíylxcən 11
<ul style="list-style-type: none"> <li>• rephrase in nsíylxcən to compensate for unknown expressions</li> <li>• make personal notes to use as reference for oral and written production</li> <li>• actively review common, useful expressions and patterns to refine communication</li> <li>• self-monitor and correct recurring or significant errors in communication</li> </ul>	<ul style="list-style-type: none"> <li>• negotiate meaning by using questions and other techniques in nsíylxcən for clarification</li> <li>• summarize information in oral, graphic, and written forms</li> <li>• use dictionaries and other reference materials to clarify meanings of unknown words and expressions</li> <li>• seek out and create practise opportunities in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• use visual and contextual clues to guess meaning</li> <li>• use mime, gesture, and props to help convey meaning</li> <li>• use prior knowledge of topics to predict meaning by connecting new topics to personal experience</li> <li>• tolerate ambiguity of meaning when unable to understand fully</li> <li>• transfer and adapt known structures to convey meaning in new contexts</li> <li>• use a variety of reference materials for comprehension and production</li> <li>• set personal goals in language skills and monitor their progress</li> </ul>

**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 prescribed 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. Whenever possible, teachers should use and encourage the use of nsíylxcən in most student activities. However, there are times when English will be necessary to complete a task or provide supporting detail for a learning activity, particularly in the organizer.

***Communicating***

A fundamental aim of nsíylxcən - language education is to enable students to communicate with others in nsíylxcən. Communication in nsíylxcən 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 nsíylxcən (e.g., nsíylxcən-language television and radio programs, magazines, 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 members of the cultural community. Students will be motivated to continue their language studies in nsíylxcən when they have frequent opportunities to view, listen to, eventually read, and respond to creative works in various ways. Students should be exposed to a wide range of creative works representative of the nsíylxcən-speaking world, beginning with visual and aural works and progressing to written works as students' language skills develop. Over time, students should be able to produce a variety of written, oral, and visual creative works based on nsíylxcən-language resources.

### *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 nsíylxcən and participate in cultural experiences, they gain insight into the role of culture. Through exploring the nsíylxcən 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 nsíylxcən 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 nsíylxcən. In this way students will see nsíylxcən 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 nsíylxcən***

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 focuses 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 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 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 modeling of expectations, real-life applications, direct instruction, incremental introduction of language-learning skills, frequent review, and use of graphic organizers and key visuals. nsiyłxcən 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 nsíylxcən-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.
  - Use adapted computer hardware and appropriate software.
  - Provide alternative resources on the same concepts at an easier comprehension level.
  - Provide or arrange for opportunities for independent study (e.g., CD-ROM).
- *Adapt Methods of Assistance*
  - Train and use peer tutors to assist students with special needs.
  - Arrange for teacher assistants to work with individuals or small groups.
  - Collaborate with support teachers to develop appropriate strategies for individual students with special needs.
- *Adapt Methods of Assessment*
  - Allow students to demonstrate their understanding of concepts in a variety of ways (e.g., murals, displays, models, oral presentations).
  - Match assessment tools to student needs (e.g., oral or open-book tests, tasks performed without time

limits, teacher-student conferencing).

- Set short-term, achievable goals with frequent feedback.
- Provide opportunities for students to assess their progress and set their own goals.

### LEARNING RESOURCES

The fundamental aim of this curriculum is to enable students to communicate in nsíylxcən. The approach the curriculum advocates focuses on the purposeful use of the language to perform real-life tasks, to share ideas, to acquire information, and to enhance understanding of the culture. The kinds of learning resources available for students to use while learning the language are vital to achieving this aim and implementing this approach.

In order to help students achieve communication goals and carry out authentic tasks while learning nsíylxcən, learning resources should include authentic materials that reflect the language at work in daily life. The term *realia* is often used to describe such resources, which could include newspapers; magazines; information about entertainment, business, employment, food, holidays and celebrations; and artworks and artifacts reflecting the culture of a nsíylxcən-speaking community. Community resource persons can enhance language acquisition and provide opportunities to communicate in the nsíylxcən-speaking community.

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.

### ***Resources for Use in BC Schools***

All learning resources used in schools in BC must be one of:

- ***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 district policies.

### ***The Ministry's Procedures for Selecting Recommended Resources***

The ministry promotes the establishment of a resource-rich language-learning environment through the evaluation of educationally appropriate materials in a variety of media and formats. These include, but are not limited to, materials in print, video, and software formats, as well as combinations of these formats intended for use by teachers and

students. Resources that support provincial curricula are identified through an evaluation process that is carried out by practicing teachers. It is expected that teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences.

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.

*nsíylxcən 5 to 12*



**CURRICULUM**

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**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- introduce themselves and others using appropriate family relationship terms
- communicate information orally, with brief and simple messages
- communicate likes and dislikes
- ask and respond to basic questions
- follow classroom instructions given in nsíylxcən

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Model patterns for students to interview each other in pairs using nsíylxcən. Have students engage in a “friendship” dance in two revolving circles going in opposite directions, and begin with:
  - *stim’ ask<sup>w</sup>ist* What is your name?
  - *k’a?kín ki k<sup>w</sup> ilí?* Where do you live?
  - *k<sup>w</sup> k<sup>w</sup>ənxspíntk* How old are you?
 The next student repeats the statements to the next person. Students mingle and practise these statements.
- Create a generic family tree to introduce vocabulary for family relations, and have each student create a family tree (real or simulated).
- As vocabulary for classroom objects is introduced, label them in nsíylxcən.
- Have students create and maintain a picture dictionary.
- Put a number of common objects on a table. Invite a student to take an object, and ask someone else questions about it, e.g.,
  - *stim’ axá?* What is this?
  - *ck’in í? s’ac’əc’* What color is it?
- Open each day with Calendar Time in nsíylxcən. 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.

### SUGGESTED ASSESSMENT STRATEGIES

- Early in the year have students prepare a booklet of their own writing. Later in the year have them review and correct these writing selections.
- When students are interviewing each other using pre-framed outlines, the following criteria could be used for peer or teacher assessment:
  - listen actively to follow instruction
  - choose the appropriate expression from those they have practised
  - approximate nsíylxcən pronunciation
  - take risks to speak nsíylxcən
  - experiment with sounds and words
  - participate willingly in classroom activities in nsíylxcən
  - support and encourage each other
- Use a “card reader machine” so students can hear words spoken correctly in nsíylxcən. Students should listen to the word, say and record the word and assess their attempt.
- Assess the extent to which students are able to accurately match images and corresponding written or spoken words. For example, have they correctly matched labels and pictures in their picture dictionaries and organized them in a useful way (e.g., by initial letter or in categories according to meaning)?
- Keep a checklist of students who have used nsíylxcən for Calendar Time.

### LEARNING RESOURCES

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



#### *Print Materials*

- En’owkin’s Indian Language Book  
púpaʔk<sup>w</sup>. nʔáwqən iʔ sckʔul’s iʔ  
scʔ’aʔʔ’ác’ ta nqílxcən
- Let’s Study Shuswap
- Okanagan Colouring Book  
súknaqínx iʔ sʔ’aʔʔ’ác’ iʔ q’əyíkst
- Sm’miatn (Dictionary)
- We Are the Shuswap, Teacher’s Guide

#### *Video*

- Okanagan Our Language

#### *Multimedia*

- Okanagan Indian Language Pronunciation Drills  
suqnaqínx ʔa ksʔaʔúm  
iʔ ta nqílxcən

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract specific information from age-appropriate nsíylxcən resources and from Elders or family members to complete authentic tasks
- convey acquired information in oral and visual forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Brainstorm a list of animals and have the students identify those that are endangered. Students then create posters about endangered animals, labeling them in nsíylxcən.
- From a selection of recipes in nsíylxcən, plan a traditional feast. Students might collect the foods for the feast and document them with photos. The photos are then used to prepare a commentary on the experience.
- Provide a selection of greeting cards for a chosen celebration common in nsíylxcən culture(s) (e.g., birthdays, festivals, a new home). Have students identify some common expressions in nsíylxcən and use them to create cards for classmates.
- Use a daily calendar to introduce the days of the week, the months of the year, and important dates in students' lives (e.g., community events, holidays, birthdays, celebrations) and the weather conditions for the day.
- Choose a simple story with limited vocabulary and considerable visual accompaniment, and tell the story in nsíylxcən. Invite resource people to give presentations on traditional activities. Use visuals to help students comprehend the story or activity. Then, have students identify nsíylxcən vocabulary relative to traditional activities described in the story. In pairs or groups, students perform the traditional activities in mime. Classmates try to guess the activity.
- Encourage students to gather information about their family tree and history, and present their findings to the class.

**SUGGESTED ASSESSMENT STRATEGIES**

- Use visual representations to assess students’ abilities to listen for information. Observe the extent to which they are able to:
  - create a series of illustrations that present key events in sequential order.
  - sequence illustrations that other students have created.
  - mime the reaction of a character to a particular event in the story.
- 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
- When students listen to a nsíylxcən story, ask them to select one or more words or phrases that they want to remember and use. Have them show the chosen vocabulary through sketches or cartoon bubbles and share them with a partner.

**LEARNING RESOURCES**

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



***Multimedia***

- Interior Salish Kit, Teacher’s Guide

**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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Throughout the year, play songs for students. Select those with easy lyrics, memorable melodies, and appealing rhythms. When words are provided, students can sing along with the song or its chorus. Adding percussion instruments or movement makes this activity more fun and integrates music and dance learning concepts. Challenge the class to invent new lyrics to a simple, familiar nsíylxcən song.
- Use pictures and key words from simple, illustrated storybooks for pre-reading and prediction activities. As the various books are read (by the teacher, monitor, nsíylxcən-speaking student, or guest), students listen while following the illustrations and simple text. Once familiar with a story, students could create posters promoting the book, using visual information and some key nsíylxcən words.
- Invite fluent nsíylxcən speakers into the classroom to carry on conversations about previously arranged topics. Lead students to identify key elements of the conversation. The speaker may then ask the students simple questions and ask them to answer in nsíylxcən.
- Display nsíylxcən art works, such as tule mats, drums, hemp ropes, flutes, pine baskets, and pottery. Use nsíylxcən vocabulary to discuss the art works.

## SUGGESTED ASSESSMENT STRATEGIES

- As students participate in creative activities, use a checklist to note evidence that individual students:
  - participate willingly
  - notice and comment on how the nsíylxcən art works are like others they have heard, seen, or read
  - suggest ways to respond to or extend the activity
- In assessing the students' creative works in response to a song, consider the extent to which their responses:
  - reflect an individual or personal response
  - are consistent with the meaning of the student's work
- Encourage students to keep Creative Works lists that include records of the titles and creators of the works they have viewed, read, or listened to. Each entry should include a symbol representing the genre, a short comment giving an opinion of the work, and one important feature of the work. Review the lists from time to time for evidence that students are able to express personal views and notice key features.

## LEARNING RESOURCES

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



### *Print Materials*

- All My Relations
- Coyote and the Colville
- Okanagan Indian Legend of Turtle
- Through Indian Eyes

### *Audio Cassettes*

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Intertribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify elements of their own and their classmates' cultural backgrounds
- identify specific characteristics of nsíylxcən culture(s)

- Early in the year, have students create a “Me” collage. Later in the year have them make a second collage and compare them to the first collage.
- 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 heritage. 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 of the region of cultural origin.
- Focus on traditional and seasonal activities (e.g., seasonal food gathering). Have students view videos demonstrating customs and traditions. Relate the activities to other holidays with which students are familiar and discuss similarities and differences. (e.g., Relate the harvesting of food referred to on Thanksgiving Day to the giving and sharing of possessions and belongings in the nsíylxcən culture.) Students can create a picture story illustrating customs and traditions, prepare one or more food items related to celebration, or create art posters and murals with captions related to the traditional or seasonal activities.
- Have students learn and play nsíylxcən games such as the sc’lalq<sup>w</sup>əm - stick game.

**SUGGESTED INSTRUCTIONAL STRATEGIES**

## SUGGESTED ASSESSMENT STRATEGIES

- When students present their collages, 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
- As students share their family heritage in class, have other class members complete simple response sheets with information such as name of student, country of family origin, traditional food, and interesting fact(s). After the presentations are completed, ask students to review their records and identify five similarities and five differences between their own customs and those of other students. Look for evidence that students are interested in the cultural backgrounds of others and are able to accurately record information about them.
- Encourage self-assessment by asking students to keep up-to-date personal records of Fascinating Facts about nsíylxcən and its speakers, using symbols, drawings, and other graphics. Have students review their Fascinating Facts from time to time in response to prompts such as:
  - What are the two most surprising or unusual facts in your record?

## LEARNING RESOURCES

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



### *Print Materials*

- Courageous Spirits: Aboriginal Heroes of Our Children
- First Nations In B.C.: Comparing B.C. Coast and Interior Cultures
- Food Plants of British Columbia Indians, Part II Interior Peoples
- Indian Food
- Interior B.C. Native Food Guide
- Lak-La Hai-Ee
- The NESA Activities Handbook for Native and Multicultural Classrooms
- Neekna and Chemai
- The Salish People Vol. I-IV
- We Are All Related

### *Video*

- Kou’skelowh

### *Games/Manipulatives*

- Topona: The Original People of North America

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- exchange information orally, with brief and simple messages
- use family relationship terms
- share preferences and interests
- use pattern phrases to make simple requests for classroom objects
- participate in classroom routines conducted in nsíylxcən

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Using pre-framed models, have students use nsíylxcən to role play situations in which they need to give information (e.g., being lost in a city, going through customs, registering for a sports team, entering a contest). Information may be real or invented.  
Sample Role Play Frame:
  - *stim' ask<sup>w</sup>ist* What is your name?
  - *k'a?kín ki k<sup>w</sup> ilí?* Where do you live?
  - *k<sup>w</sup> k'<sup>w</sup>ənxspintk* How old are you?
- Introduce students to the language and pronunciation of a series of survey questions, then invite them to conduct a student scavenger hunt and complete a form recording the information they collect.
- To develop students' vocabulary and knowledge of useful phrases, have them play a Matching Card game. In nsíylxcən, the dealer asks of another group member: "uc k<sup>w</sup> kł\_\_\_\_\_?" (Do you have a \_\_\_\_\_?) 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 nsíylxcən to remind students to integrate them throughout the day. Invite students to copy the charts and add extra instructions.
- Have students work in pairs to create a variety of games, such as word cubes (a cube made of paper or cards that has a different word on each of six sides). Encourage them to choose words they think are especially interesting or useful. Students can use the cubes in groups of four to create a variety of activities. (e.g., One person can throw another's cube, then make a sentence using the word that turned up. The person who originally selected the word checks the sentence and provides feedback.)

**SUGGESTED ASSESSMENT STRATEGIES**

- As students interact, practise, and actively participate in oral activities, look for evidence that they are increasing their:
  - confidence in using nsíylxcən words and structures
  - understanding of the words used for regular classroom routines
  - repertoire of useful structures and strategies
  - abilities to reproduce or approximate nsíylxcən pronunciation
- To assess students’ abilities to make simple requests in nsíylxcən, set up a model store in the classroom and have students role play purchasing school supplies. Students can participate in groups, or role play shoppers or store clerks. To encourage self-assessment, have students keep individual records of:
  - the number of times they make requests
  - whether they receive the items asked for
  - the number of times they recognize and fulfill requests from other students

**LEARNING RESOURCES**

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



***Print Materials***

- En’owkin’s Indian Language Book  
púpaʔk<sup>w</sup>. nʔáwqən iʔ sck’<sup>w</sup>ul’s iʔ scʔ’aʔʔ’ác’ ta nqílxcən
- Let’s Study Shuswap
- Sm’miatn (Dictionary)
- We Are the Shuswap, Teacher’s Guide

***Video***

- Okanagan Our Language

***Multimedia***

- Okanagan Indian Language Pronunciation Drills  
suqnaqínx ʔa ksʔaʔúm  
iʔ ta nqílxcən

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract specific information from age-appropriate nsíylxcən resources and from Elders or extended family members to complete authentic tasks
- convey acquired information in oral and visual forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Provide opportunities for students to watch an aerobics routine (i.e., naming the parts of the body) in nsíylxcən and to participate by following the cues.
- Invite a guest (or student) who is fluent in nsíylxcən to demonstrate assembling a familiar food dish. Distribute task sheets on which the steps are written in an incorrect order. Students number the steps in the correct order and match pictures of the ingredients to their names in nsíylxcən. Each student then makes a food collage with paper ingredients and presents it to the class with a commentary.
- Provide students with maps showing their community. Have students choose appropriate activities that people perform in their community and record them using key words and symbols.
- Ask students to create and label visual displays using a selection of age-appropriate articles, magazines, and reference materials.
- Collect a variety of objects familiar to the students. Give each student some of the items from the collection. Students should then:
  - name the items in nsíylxcən
  - create something from the objects
  - make a statement in nsíylxcən about the thing they made

**SUGGESTED ASSESSMENT STRATEGIES**

- When students are working with information, watch for evidence that they are able to:
  - identify the main topic(s)
  - focus on key words or phrases
  - make logical predictions based on the situation and their prior knowledge
  - use strategies such as previewing, looking and listening for patterns, using context clues, and watching for body language and voice intonation
  - persevere, even when they are not able to understand most of what they see, hear or read.
- Assessments should focus on key ideas. For example, to what extent are students able to:
  - present the main ideas in words or other forms
  - follow a logical sequence when they present events or information
- When students present information orally, look for evidence that they are increasingly able to make themselves understood. (e.g., When using nsíylxcən, can they distinguish between the various sounds and produce glottalized and uvular sounds that do not exist in English?)
- When students write nsíylxcən check that they are able to form an increasing number of recognizable letters and numbers.

**LEARNING RESOURCES**

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



***Multimedia***

- Interior Salish Kit, Teacher’s Guide

**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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Watch a video of nsíylxcən legends or stories. Play part of the video and ask students to guess what the story is about and to predict what might happen next. Continue playing the video to confirm predictions. To extend this, students could dramatize, perform, and/or illustrate the story.
- Invite students to view visual works such as paintings (from a library or reference books), photos of daily life in areas where nsíylxcən 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.
- Over the course of the year, introduce students to a variety of poems, nonsense rhymes, or tongue twisters in simple nsíylxcən. As students become familiar with these works, they can be used as prompts for various activities or used simply to explore the language.
- Have students create a cartoon based on a traditional story or an adaptation of a traditional theme, using nsíylxcən in the speech bubbles.
- Introduce a story or legend in nsíylxcən culture. Students create pictures to illustrate the story. Videotape students (or students can videotape each other) while they are reading the story.

## SUGGESTED ASSESSMENT STRATEGIES

- After students have listened to or viewed a story in simple nsíylxcən, ask them each to select an event, image, or character to represent in a visual medium (e.g., drawing, collage, computer graphic). Have them present their illustrations and respond to questions from classmates. Look for:
  - interest and engagement in the task
  - personal connection to the images selected
  - attention to the theme and mood of the story
  - attempts to engage others in the selected scenes, characters, or ideas
- Encourage students to maintain records noting creative works presented throughout the year, describing the interpretation or response activities involved, and adding brief personal comments. 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 are they alike? How are they different?
  - What is one thing you have noticed about creative works in nsíylxcən? (Students could discuss in pairs.)
  - Students could create a survey for the class. (e.g., How many liked the same one?)
- 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

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### *Print Materials*

- All My Relations
- Coyote and the Colville
- Okanagan Indian Legend of Turtle
- Through Indian Eyes

### *Audio Cassettes*

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- demonstrate a knowledge of nsíylxcən traditions and customs, sports and games, and arts and designs
- use language associated with nsíylxcən traditions and customs, sports and games, and arts and designs
- identify similarities and differences between nsíylxcən traditions and customs, sports and games, and arts and designs and those of other Aboriginal and non-Aboriginal cultures

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Have students brainstorm a list of special events celebrated by their families or communities (e.g., Winter Dance, Pow Wows, Name Giving, First Drum Celebration, Re-entry Celebration, Oldest Child's First Deer). Ask each student to choose an important event and create a poster using symbols or drawings and some nsíylxcən 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 nsíylxcən might include: name, special occasion, interesting facts, cultural significance.
- Have students tour some of the culturally significant land marks in their community and create maps with nsíylxcən names for the landmarks or create posters to describe the significance of these landmarks.
- Have students view a video or live performance of a group performing a nsíylxcən story and dance such as Okanagan Legend of Turtle or a stick game song. Have students familiarize themselves with the words of the story and the music and lyrics of the song, then begin creating imitative moves that fit with the rhythm and words.
- Build authentic objects (e.g., lehal sticks, fish weir, rope, string) and include activities associated with these objects that are common pastimes in the Okanagan Nation. Students use nsíylxcən as they work with the objects and activities. Display the finished objects and activities in the classroom or school hallways.

**SUGGESTED ASSESSMENT STRATEGIES**

- After visiting culturally significant landmarks, ask students to create postcards (in English) for friends or family members describing the Okanagan or nsíylxcən landmarks or sites and making some cultural observations about their significance. Look for evidence that students:
  - observe and convey details of the landmarks or sites
  - show engagement by including specific details and information
  - make relevant and accurate observations relating to nsíylxcən culture
- During dance and game activities, note the extent to which students show interest and understanding by:
  - following oral instructions
  - singing along with parts of a song
  - imitating the moves of a dance and showing the appropriate mood (e.g., serious, funny, happy, sad) through their movements
  - using key vocabulary terms associated with the activity
- Students can display their understanding of nsíylxcən making a visual record about selected cultural activities. They might create and label a sketch, collage or photograph; make a web chart or collage of words they associate with the activity; or draw and label equipment, clothing, or symbols associated with a particular activity.

**LEARNING RESOURCES**

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***Print Materials***

- Courageous Spirits: Aboriginal Heroes of Our Children
- First Nations In B.C.: Comparing B.C. Coast and Interior Cultures
- Food Plants of British Columbia Indians, Part II Interior Peoples
- Indian Food
- Interior B.C. Native Food Guide
- Lak-La Hai-Ee
- The NESA Activities Handbook for Native and Multicultural Classrooms
- The Salish People Vol. I-IV
- We Get Our Living Like Milk From the Land

***Video***

- Kou’skelowh

***Games/Manipulatives***

- Topona: the Original People of North America



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- exchange information about day-to-day situations and events and seasonal activities
- use appropriate kinship terms
- participate in classroom activities using simple speech in nsíylxcən
- use nsíylxcən while working with others to complete a task

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Encourage students to keep ongoing records of useful phrases and survival expressions in nsíylxcən, such as:
  - ncw’c’int Please repeat what you said.
  - incá, lut kən t’a cənsúx<sup>w</sup>na? I do not understand.
  - uc ca?k<sup>w</sup> k<sup>w</sup>u nk<sup>w</sup>ətk<sup>w</sup>ulmntx<sup>w</sup> Would you like to work with me?
  - \_\_ axá? i? xa?tústət \_\_ is our group’s leader.

Invite students to create posters displaying these expressions, and display them in the classroom.
- In nsíylxcən, tell the class which day of the week is your favourite and explain why. On chart paper or on the board, write the name of this day and every hour or half-hour in it. In simple nsíylxcən language, describe a typical schedule for that day. Then ask students to consider which days of the week are their favourites and why. Have them work individually or in groups to prepare similar presentations and graphics.
- Provide opportunities for students to use expressions in nsíylxcən related to playing card and board games, such as:
  - x<sup>w</sup>uy mnímłəmp It is your turn.
  - stim’ anma?mscútəm What cards do you have?
  - anwí k<sup>w</sup> cx?it You start to play this time.
- Initiate a study of cultural conventions around female and male behaviours. Provide vocabulary associated with them and have students role play appropriate behaviours.

**SUGGESTED ASSESSMENT STRATEGIES**

- Periodically review students’ personal dictionaries and journals to assess and support their efforts to:
  - match labels and pictures
  - write simple, understandable messages
  - form an increasing number of recognizable letters and words
  - form phrases and sentences by sequencing words appropriately
- Encourage students to reflect on their communication by having them create symbols or computer graphics they can use to rate their learning during various activities. For example, they might choose or design three or four different symbols to indicate:
  - how much they enjoyed an activity
  - how much they learned
  - how effectively they performed

Students may be interested in discovering words or expressions in nsíylxcən to label each of the symbols (e.g., 1 = excellent, 2 = good, 3 = fair).
- Encourage students to set personal daily or weekly goals for using nsíylxcən in and out of school. At the end of each class or week, they can review their goals and decide how they are progressing. Teachers may provide sample goal statements in nsíylxcən such as:
  - axá? iksq<sup>w</sup>əlq<sup>w</sup>ílstəm  
I am going to talk to \_\_\_ about \_\_\_ .
  - cəm’ k<sup>w</sup>inx iksq<sup>w</sup>əlq<sup>w</sup>ílt ʔapná s  
ǰəlǰfalt  
I am going to speak \_\_\_ times in class today.
  - ʔasíl i? sic iksktxwám iksq<sup>w</sup>əlq<sup>w</sup>ílt  
I am going to use two new words today: \_\_\_\_\_ and \_\_\_\_\_.
  - iksq<sup>w</sup>ay’am ikscktəlmscín  
I am going to write a message about \_\_\_ to \_\_\_\_\_.

**LEARNING RESOURCES**

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**Print Materials**

- En’owkin’s Indian Language Book púpaʔk<sup>w</sup>. nʔáwqən i? sck<sup>w</sup>ul’s i? scʔ’aʔʔ’ác’ ta nqílxcən
- Let’s Study Shuswap
- Sm’miatn (Dictionary)
- We Are The Shuswap, Teacher’s Guide

**Video**

- Okanagan Our Language

**Multimedia**

- Okanagan Indian Language Pronunciation Drills suqnaqínx ʔa ksʔaʔúm i? ta nqílxcən

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract specific information from age-appropriate nsíylxcən resources and from Elders, members of the nsíylxcən community, or family members to complete authentic tasks
- convey acquired information in oral and visual forms

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Invite a guest who is fluent in nsíylxcən 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.
- Obtain recorded messages from community sources (e.g., businesses, agencies, individuals) that use nsíylxcən. Ask students to listen to the recordings to find out information such as the business hours of particular shops or agencies.
- Have students write an article for a school newspaper that identifies three interesting facts about a school event. Suggest that students present the information visually with some key words in nsíylxcən.
- Have students find out where traditional foods can be found. Have students consult with Elders, parents and other community resource people to get information about the availability of food.
- Assign partners and ask students to role play a situation that shows at least one effective listening strategy for acquiring information. For example, making a list of assigned tasks that are requested by an Elder.

**SUGGESTED ASSESSMENT STRATEGIES**

- 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 details
  - reproduce some nsíylxcən words and patterns in understandable forms
  - organize and sequence their information appropriately (e.g., when giving instructions)
- Provide or develop with students a list of criteria to be used for teacher assessment when students are working with nsíylxcən resources. For example:
  - uses cognates when appropriate to recognizes familiar words in new contexts
  - uses 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
- Circulate, asking questions and providing feedback as students talk and work together. Look for evidence that students are able to:
  - understand and respond to questions
  - make short, simple statements about the activity
  - ask for help when they need it
  - use understandable language to talk about time
- Look at students’ written work for evidence that they are able to:
  - combine words and pictures to convey simple meaning
  - organize their work to make it easy to follow
  - make their work interesting and appealing by including details or using a variety of language structures

**LEARNING RESOURCES**

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



***Multimedia***

- Interior Salish Kit, Teacher’s Guide

**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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- To initiate a unit on legends and stories, select a nsíylxcən story or a story that has a nsíylxcən variant. Introduce or review relevant vocabulary, trying to elicit from students the meanings of words. Organize the class into groups. Give each group a list of new or reviewed vocabulary words. Include words that appear in the story and some that do not. Groups sort the words that they predict will be in the story into two categories: those they are able to say, and those they cannot. Have the groups also predict what they believe the story will be about. Read the story aloud and have students confirm their predictions. Follow-up activities might include:
  - telling the story using mime
  - giving students new words
  - using pictures to retell the story, leaving blanks where students can fill in what happened
  - writing a condensed version of the story
  - illustrating in a cartoon format with speech bubbles
- Give students an opportunity to read, view or listen to resources that deal with a nsíylxcən celebration. Involve students in putting together plans for a school-based celebration of the occasion. Various groups take on the responsibility for one aspect of the celebration. Choices might include:
  - building a model
  - putting together a fashion show
  - designing and distributing promotional material
- Play songs in nsíylxcən. As students listen and follow lyric sheets, ask them to note repeated phrases, words, or rhythms. Have students in groups practise lip-sync routines and present them to the class.

**SUGGESTED ASSESSMENT STRATEGIES**

- As students listen to and lip-sync songs, look for evidence that they are:
  - responding to the meaning as well as to the sounds and rhythms
  - making connections with other music they have heard
  - open and willing to engage in new experiences
- When students write and draw in response to stories and drama they hear, read or view, look for evidence that they:
  - recognize the main idea
  - show their personal feelings or ideas
  - try to take a unique twist or perspective
  - include main characters (where appropriate)
  - show the mood, feeling or viewpoint of the story (e.g., humour, tragedy, satire, moral lesson)
  - sequence key events (where appropriate)
- Activities connected with celebrations can be self-assessed for the creative processes students use and the work they produce. e.g., Groups assess the extent to which group members:
  - generate a variety of ideas
  - respect and encourage risk-taking and divergent thinking
  - collaborate to develop a work plan
  - contribute to the activity or product
  - work together to overcome problems they encounter
  - are satisfied with the work they produce
- Have students keep an ongoing list of the creative activities in which they are involved. Assist students to develop a set of symbols (perhaps computer generated) of nsiyłxcən labels they can use to show their personal assessment of three aspects of each activity: how enjoyable it was, how easy it was, and how effectively they participated.

**LEARNING RESOURCES**

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



*Print Materials*

- All My Relations
- Coyote and the Colville
- Our Bit of Truth – An Anthology of Canadian Native Literature
- Through Indian Eyes

*Audio Cassettes*

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify and share their own family customs and routines
- demonstrate a knowledge of the language needed to explain and participate in nsíylxcən traditions and customs, games and sports, and arts and designs
- categorize similarities and differences between nsíylxcən traditions and customs, games and sports, and arts and designs and those of other cultures

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Invite the class or school to organize a simulation of a major celebration common in nsíylxcən culture(s) (e.g., Pow Wow, Name Giving).
- Suggest that students work in groups to collect information about businesses or organizations owned or run by members of the nsíylxcən community. Groups could use the Yellow Pages and classified advertisements in community newspapers as sources.
- To extend students' understanding of common elements of nsíylxcən myths and stories, have them study several legends and then categorize common features of this type of literature (e.g., creation stories, moral stories, coyote stories, transformational stories, historical stories.)
- Compare nsíylxcən myths and legends with similar stories from other Aboriginal and non-Aboriginal cultures. Some nsíylxcən stories closely resemble tales familiar to Western readers, e.g., *Story of the Flood* is similar to the biblical story; *The Turtles and the Runners* is similar to Aesop's Fables. Students could represent their knowledge of nsíylxcən by:
  - creating related artwork
  - developing an oral presentation with props
  - demonstrating the procedures involved in preparing a food
  - assembling a display of labeled objects that relate to an event
  - creating a story based on a common theme
- Create images based on community place names. Have students recognize and associate places with the traditional names.
- Have students discuss basic rules of conduct. Include:
  - previous stories discussed
  - respecting roles and responsibilities
  - differences between male and female roles and responsibilities

- respecting differences between people

### SUGGESTED ASSESSMENT STRATEGIES

- As students participate in activities and discussions about culture, observe and note the extent to which they:
  - show interest in cultures other than their own
  - are willing to share information about their cultures and tribal customs
  - are aware of the nsíylxcən population and other ethnic groups in their community
  - recognize words, names, and derivatives from nsíylxcən (e.g., place names, sports and entertainment figures)
- Invite students to create a class display about the nsíylxcən cultural presence in the community and then write paragraphs about what they learned. Look for evidence that they:
  - express interest in the culture
  - notice key aspects of the culture in their community
  - make appropriate generalizations about the information presented
- When assessing students' knowledge of a celebration, consider the extent to which they include a variety of aspects of the celebration in their representations of the event. Students might mention aspects such as social protocol and food distribution.
- Provide students with a blank map to complete with traditional place names in nsíylxcən.

### LEARNING RESOURCES

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



***Print Materials***

- Courageous Spirits: Aboriginal Heroes of Our Children
- First Nations In B.C.: Comparing B.C. Coast and Interior Cultures
- Food Plants of British Columbia Indians, Part II Interior Peoples
- Indian Food
- Interior B.C. Native Food Guide
- Lak-La Hai-Ee
- The NESAs Activities Handbook for Native and Multicultural Classrooms
- The Salish People Vol. I-IV
- Similkameen Recipes
- We Get Our Living Like Milk From the Land

***Games/Manipulatives***

- Topona: the Original People of North America

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for information about objects, places and people
- share information about activities and interests
- participate in short conversations
- participate in familiar activities (real or simulated) using simple nsíylxcən

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Using the activity in which students select places they would like to visit (see Suggested Instructional Strategies for Acquiring Information), create a dialogue in which students ask their parents for permission to go on a trip to the place they have chosen. Model the dialogue with the whole group and then students practise in partners.
- Invite students to work on other dialogue scenarios related to travelling in a nsíylxcən-speaking area. Possibilities include making arrangements for the field trip(s).
- Review terms and social rules used when meeting with people from other communities. Students could then role play the parts of different members of the nsíylxcən community using appropriate social rules.
- Model how to write a letter to a pen pal. Help students set up pen pals in nsíylxcən-speaking communities. Alternatively, pair students with others in a different BC community who are studying nsíylxcən at the same level. Fax and e-mail can be used to ensure rapid turn-around of correspondence. Prepare students for the different writing systems and alphabets by providing keys for these.
- Ask students to prepare and rehearse questions for a class survey related to themes such as “pets and animals”, “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 nsíylxcən, included in a class or school newspaper, or exchanged with a pen-pal class.

**SUGGESTED ASSESSMENT STRATEGIES**

- Discuss assessment criteria with students before they present the dialogues they have practised. Point out that communicating meaning is most important so all criteria are related to whether or not the dialogue successfully conveys a message. The following criteria should be the basis for teacher, peer and self-assessment. To what extent do students:
  - convey an understandable message
  - use appropriate titles and forms of address
  - include relevant and interesting details or features
  - find ways to keep the conversation going
  - use a variety of vocabulary and language structures (e.g., questions, responses)
- Examples of similar criteria that can be used in assessing letters and other written work are:
  - meaning is clear
  - includes interesting, relevant details
  - follows appropriate conventions as practised in class (e.g., greetings, closings, use of titles)
  - uses a range of vocabulary to form simple sentences
  - takes risks in using language not practised in class
- Provide students with frames, such as those they can use to write about learning nsíylxcən.
 

I learn nsíylxcən best when I \_\_\_\_\_.

The hardest thing I've learned in nsíylxcən is \_\_\_\_\_.

I'd like to learn how to \_\_\_\_\_.

The people who help me learn nsíylxcən are \_\_\_\_\_.

**LEARNING RESOURCES**

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



**Print Materials**

- En'owkin's Indian Language Book  
púpa?k<sup>w</sup>. n?áwqən i? sck'<sup>w</sup>ul's i?  
sc?a?ŋ'ác' ta nqilx<sup>w</sup>cən

**Video**

- Okanagan Our Language

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- obtain and, to some extent, process specific information from age-appropriate nsíylxcən resources and from Elders to complete authentic tasks
- convey acquired information in oral and visual forms, and using some writing

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Have students brainstorm categories of information that might be useful for planning a field trip to a nsíylxcən community or landmark. They might include information such as:
  - location of community
  - costs of transportation
  - when to travel
  - what seasonal events are occurring, such as river and lake fishing, recreational events, celebrations or other activities.Then have students plan a field trip that they will take.
- Invite an Elder, or resource speaker from one of the places the students have chosen for a field trip, to tell them about this place. After the presentation, discuss what information has been learned.
- Ask students to make a travel video or brochure of their community for someone from another place.
- In small groups have students work with maps and other resources to identify places they would like to visit. Each group should choose a general area to visit and specific places they would like to explore.
- Invite students to listen to or view programs in nsíylxcən and identify key information. Students can interview Elders to identify important events and collect stories from previous generations. Have students present their findings to the class.

**SUGGESTED ASSESSMENT STRATEGIES**

- As students discuss and exchange information related to a project or trip to a community, look for evidence that they are able to:
  - suggest appropriate information sources
  - find the information they need for specific tasks or questions
  - ask relevant questions
  - use a variety of vocabulary
  - record or recall key words and simple information
  - develop a logical sequence when they describe their plans
- Look for evidence of specific knowledge related to assigned tasks. e.g., To what extent are students able to:
  - recognize names and compare information
  - use vocabulary associated with project
  - use appropriate descriptive words to discuss information or places of interest
- When students develop a project, look for evidence that they are able to use the information they acquire to make logical decisions and plans, e.g.,
  - select appropriate items
  - make reasonable choices within practical limits
  - sequence destinations in a logical order
  - allow a reasonable amount of time for planned activities

**LEARNING RESOURCES**

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



*Print Materials*

- Okanagan Writings: Elders' Stories  
axá? i? k<sup>w</sup>u suknaqínx i?  
scq'aq'áytət ta nqíl<sup>w</sup>cən

**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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- After students have listened to a nsíylxcən song or viewed a video, invite them to create CD covers or video cases to promote it.
- Have students bring to class examples (objects, pictures or illustrations of works) of typical local community nsíylxcən art. Have them write an explanation of what they think makes the art typically nsíylxcən. Arrange the art items around the room and allow students to examine them. Using a simple grid format with pictures, students record the feelings or responses that each piece evokes. They can do this activity in groups and later share the information. Invite them to classify the items according to what makes them distinctive and what they have in common.
- Have students examine a variety of cartoons or comic strips. Students might each select a familiar situation and create a five to eight-frame cartoon, using several noted expressions in nsíylxcən.
- Invite students to examine magazine fashion displays and create collages with captions to depict ways that people in nsíylxcən-speaking areas dress for various kinds of activities or ceremonies. They could also present a show of clothing for various events and occasions and include a simple commentary.
- Ask students to listen to a song, following the lyrics and highlighting familiar words. Students then work together to try to predict the meaning, and respond to the song by writing and illustrating their favourite lines or verses.

**SUGGESTED ASSESSMENT STRATEGIES**

- When students are working in groups to respond to works of art, look for evidence that they are:
  - committed to participating in and contributing to the group
  - willing to risk putting forward their ideas
  - focusing on and responding to key features of the work
  - open to considering a variety of views and interpretations
  - using appropriate vocabulary and structures.
- When students create art work, have them develop a short, simple assessment form in nsíylxcən that their classmates, teacher, and family members can fill out. They might ask questions such as:
  - What is one thing you liked?
  - What is one thing we could improve?
- 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 nsíylxcən, on their experiences with creative works. Alternatively, they might discuss the works they have encountered during a term or semester and identify those that have had the greatest impact on them or most closely reflect experiences they have had. Students could then write about their experiences with these works in English and to some extent in nsíylxcən. They may also want to describe ways in which their responses or ideas have changed.

**LEARNING RESOURCES**

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



*Print Materials*

- All My Relations
- Coyote and the Colville
- In Honour of Our Grandmothers
- Just Talking About Ourselves Vol 1
- Okanagan Writings: Elders' Stories. axá? i? k<sup>w</sup>u suknaqínx i? s  
cq'aq'áytət ta nqílxcən
- Our Bit of Truth – An Anthology of Canadian Native Literature
- Through Indian Eyes

*Audio Cassettes*

- Cathedral Lakes Pow Wow Tapes
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

**LEARNING OUTCOMES**

*It is expected that students will:*

- describe nsíylxcən traditions and customs, sports and games, and arts and designs
- demonstrate procedures associated with nsíylxcən traditions and customs, sports and games, and arts and designs
- explain similarities and differences between nsíylxcən traditions and customs, sports and games, and arts and designs and those of other Aboriginal and non-Aboriginal cultures

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Divide the class into two groups and have each half learn different traditional nsíylxcən games. When both groups have learned the game, rearrange the students into several small groups in which half the students are drawn from each of the original two groups. Students then teach each other the games they have learned. Have students identify games commonly played in Canada that resemble these nsíylxcən games.
- Ask students to write in nsíylxcən the rules of a game they know (card games, Nintendo games or bone games). They might include social rules that are associated with the game (i.e., behaviour, use of space). Then students could present their game's rules to the class orally or on a chart.
- Working in pairs, students read in nsíylxcən the rules of a game they already know and try to follow the instructions they have received. They then trade rules with another pair and try to follow those instructions. Then students could make a chart that compares and contrasts these experiences with their own school experiences.
- Invite Elders to share their experiences and knowledge of schooling traditions. As a class, have the students draft a thank you note in nsíylxcən to the invited speaker(s).
- Ask students to research, in small groups, culinary specialties (food dishes) associated with the nsíylxcən culture(s). Each student can then prepare a one-page report and present it to the class with an item for inclusion in a class recipe book.
- Present a video sequence illustrating aspects of life in the nsíylxcən region (e.g., social interaction, housing, businesses and schools). Ask students to identify three or four aspects that strike them as interesting and compare how these situations might be reflected in communities of other cultures.

**SUGGESTED ASSESSMENT STRATEGIES**

- Have students work in pairs or small groups to demonstrate a game or sport. Together, teacher and students discuss the criteria that will be used to assess their demonstrations. The teacher or students record observations on a feedback sheet, checklist, or simple rating scale. Focus the assessment on three to five key aspects, such as:
  - the presentation or demonstration is clear and easy to follow
  - the language associated with the activity is used accurately
  - students show enthusiasm and commitment to the task
  - students invite and respond to simple questions to help make the game or sport clear
- After students learn about a specific game, celebration or cultural activity, have them work with a partner or in small groups to make a chart (in words or sketches) comparing the activity to an activity or event in another culture. Assess the information and provide feedback about accuracy and relevance, clear meaning and logical organization.
- Invite students to set aside a section of their notebooks or portfolios for recording and commenting on their participation in cultural activities. Their records might include:
  - a written or visual description of key aspects of the activity
  - a personal reaction or comment about the activity
- From time to time, review students’ records for evidence of increasing knowledge and appreciation of nsíylxcən culture. Students should also be encouraged to review their own records.

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



***Print Materials***

- 500 Nations
- Courageous Spirits: Aboriginal Heroes of Our Children
- Ethnobotany of the Okanagan Indians of British Columbia and Washington State
- First Nations In B.C.: Comparing B.C. Coast and Interior Cultures
- Food Plants of British Columbia Indians, Part II Interior Peoples
- Indian Food
- Interior B.C. Native Food Guide
- The NESA Activities Handbook for Native and Multicultural Classrooms
- The Salish People Vol. I-IV
- The Sayings of Our First People
- Similkameen Recipes
- We Get Our Living Like Milk From the Land

***Video***

- A Tradition Lives: Part I – Pow Wow Dance Outfits
- Xatma Skelowh –First People

**LEARNING RESOURCES**

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- ask for assistance and detailed information, including directions and prices
- describe and exchange information related to activities, people, and things
- share opinions and preferences, giving reasons
- participate, in nsíylxcən, in a variety of situations drawn from real life

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Have students interact with each other to find out their preferences for movies, TV shows, sports, books, and clothing. After sharing in pairs, have them share in small groups.
- Invite students in small groups to exchange ideas for interesting 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 that person's family; friends; favourite activities, food, music, class; most-prized possession; and personal qualities. Ask students to use this information to create biography sheets about their partners, then make oral presentations in which they describe their partners to the class. The biographies might be pictorial representations of what students have learned about their partners.
- Ask students to prepare, in small groups, menus for a real or imaginary Multicultural Food Fair. At the fair, invite students to circulate from centre to centre, ordering a variety of dishes and inquiring about prices and quality using nsíylxcən words as much as possible.

**SUGGESTED ASSESSMENT STRATEGIES**

- Work with students to develop criteria for their oral presentations such as:
  - ideas are easily understood
  - information is appropriate and accurate
  - presentation uses a variety of language
  - oral presentation is effective, i.e., pronunciation, volume, awareness of audience
- When students make oral presentations, including role plays, they can provide feedback to each other by focusing on criteria such as:
  - meaning is clear and comprehensible
  - presentation includes appropriate and relevant details
  - vocabulary and structures are varied and appropriate for the purpose
  - context delivery is fluid, with most pauses at the end of phrases or sentences
  - body language, intonation and visuals support meaning
- In written presentations, look for evidence of features such as:
  - clear and relevant information
  - varied vocabulary, more specific word choice and appropriate structures
  - simple sentences with increasing detail
  - risk-taking (some attempts to go beyond vocabulary and structures practised in class)
  - surface features (e.g., letter formation, spelling) do not obscure meaning
- Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, start each class by having students note daily goals for:
  - number of times they will speak
  - number of people they will speak to
  - two or three key words or structures they will practise and use at least five times

**LEARNING RESOURCES**

See Appendix B for a complete annotated list of resources, including some that might apply to this organizer.



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- extract and process information from age-appropriate nsíylxcən resources and from Elders or community speakers to complete authentic tasks
- convey acquired information through oral and written language, using visual support

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Ask students to review a variety of menus including fast foods in nsíylxcən, then have each student create a log of all the foods they eat.
- Research and compare fast foods and traditional foods. Ask students to find out how and when they would obtain these foods, e.g., different kinds of fish and game. Have students do a chart of availability of foods.
- Have students create a menu of traditional foods for one meal or a daily menu.
- Have students each phone an Aboriginal business or organization in the community to find information about:
  - the nature of the business
  - current activities and products
  - hours of business
- Have students research traditional stories about wildlife, historical information about education (residential schools) and traditional activities (i.e., rodeos, horse racing, picking fruit). Students could then present their findings to the class. Students could plan a ten-minute TV news program that includes stories about the above activities and products. Students might also prepare advertisements for the businesses.

**SUGGESTED ASSESSMENT STRATEGIES**

- When students locate and retrieve information, collect their notes and lists of the sources they have used. Look for evidence that they have:
  - used a variety of resources
  - recorded important and relevant information
  - used a range of vocabulary related to the topic
  - organized the information so it is easy to use
- Collaborate with students to develop a short checklist or chart showing the information skills they are developing. They can choose a way of tracking their progress on each skill (i.e., a simple rating scale, symbols, recording the date they accomplish each item). A list might include items such as:
  - locate nsíylxcən materials on specific topics in the school library
  - ask simple questions to get information  
“I need \_\_\_\_\_ when I am going to \_\_\_\_\_”
  - answer simple questions about topics we have discussed in class
  - give directions and simple instructions
  - add information to classroom databases

**LEARNING RESOURCES**

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



*Print Materials*

- Okanagan Writings – Elders’ Stories  
axá? i? k<sup>w</sup>u suknaqínx i?  
scq’aq’áytət ta nqílxcən

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

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

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Have students read a simple nsíylxcən story or saying of their choice and create a collage using pictures or words, expressing the theme or central idea.
- Have students create short poems or prose passages that express their personal feelings about a topic, event or activity that is of interest to this age group (e.g., a wedding in the family, a school dance, birth of a sibling). Follow up by creating a display of the students' creative writing or by publishing their works in some way.
- Ask students to create an illustrated story or comic strip.
- Have students pick one legend and create a puppet show of this legend, using mannerisms true to the nsíylxcən communication style. Ask Elders to assist with the project by providing examples of typical mannerisms. They may also want to help with stage designing, background scenes and costumes. Invitation cards and notices could also be part of the project.
- Have students choose a song and identify:
  - the type of song
  - lyrics
  - where the song was performed
  - who sang or wrote the songAs an extended activity, have students compare their choice of song with a nsíylxcən song.
- Bring two or three samples of traditional and contemporary nsíylxcən music for the students to listen to. Present information about the music (e.g., date, era, purpose, performer, composer). Ask students to express their opinions about the music.

### SUGGESTED ASSESSMENT STRATEGIES

- Assess students' short poems or prose works for the extent to which they:
  - include personal feelings or viewpoints
  - provide clear themes or messages
  - draw on features of the poetry and prose they have read and heard
- Have students work in pairs to complete and submit a performance assessment assignment. e.g., Students find a contemporary creative work through the media (T.V., video, radio, CD or tape) and complete the following:
  - represent the main ideas or message in the format of their choice
  - explain and support their views or response to the work
  - identify two strengths of their assignment
  - list one or two areas that were difficult to complete or might be improved
- To prompt reflection and self-assessment, have students keep a log of their reading, viewing and listening activities, both in and outside of school. They should include:
  - title and author, artist, actor or musician
  - context, genre or form (e.g., movie on video tape, CD I bought, magazine in library)
  - a short description
  - a brief comment or symbol that shows their opinion of the work
- At regular intervals, ask students to review their logs, perhaps with a partner, or in a teacher, student, or parent conference. Ask the student to talk or write about a project that was particularly meaningful to them.

### LEARNING RESOURCES

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



#### *Print Materials*

- Coyote and the Colville
- In Honour of Our Grandmothers
- Just Talking About Ourselves Vol 1
- Okanagan Writings – Elders' Stories  
axá? i? k<sup>w</sup>u suknaqínx i?  
scq'aq'áytət ta nqíl<sup>w</sup>cən
- Our Bit of Truth – An Anthology of Canadian Native Literature
- Through Indian Eyes

#### *Audio Cassettes*

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify ways that knowledge of nsíylxcən language and culture has affected their daily lives
- demonstrate an appreciation of nsíylxcən language and culture and its place in the world
- demonstrate an understanding of the significance of particular nsíylxcən traditions and customs, sports and games, and arts and designs

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Show a series of slides or video excerpts that reflect everyday life in a nsíylxcən-speaking areas (e.g., food gathering, making of tools or utensils). Students could then discuss ways that their life styles are similar to and different from other cultures in the community.
- Brainstorm with the entire class to prepare a list of possible nsíylxcən given names. Note that in nsíylxcən, most names can be identified as either male or female by their suffix. Use the list as a springboard for various information gathering activities, such as:
  - finding out the meanings of names (As an assignment, each student could interview one resource person to find out the meaning of a nsíylxcən name chosen from the list and a name that is characteristic to the nsíylxcən culture.)
  - learning which ceremony, if any, accompanies the naming of a child in the nsíylxcən culture and in another culture (A resource person might be interviewed.)
- Encourage students to maintain ongoing lists of words commonly used in nsíylxcən that have been borrowed from other languages. These may be found in authentic material encountered in or outside of class (e.g., sports broadcasts). Discuss possible reasons for each of these words being used rather than a nsíylxcən word. As an extension, challenge students to identify nsíylxcən words used in English or other languages.

### SUGGESTED ASSESSMENT STRATEGIES

- When students practise and present information about the nsíylxcən culture, note and respond to:
  - enthusiasm and commitment
  - demonstrations of respect for cultural differences
  - ability to collaborate effectively
  - accuracy in information and appropriateness of their selections and groupings of subject matter
  - explanations of the meaning and significance of the cultural information
- After students have participated in a variety of classroom and research activities about nsíylxcən names, have them demonstrate what they have learned by preparing individual or partner reports that show:
  - understanding of name meanings and origins
  - awareness of similarities and differences in names and naming ceremonies in different cultures
- As students engage in a variety of cultural activities, watch for evidence that they are able to:
  - obtain information from a variety of nsíylxcən-speaking resource people
  - connect new information to what they already know about nsíylxcən and other cultures

### LEARNING RESOURCES

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



#### *Print Materials*

- Courageous Spirits: Aboriginal Heroes of Our Children
- Ethnobotany of the Okanagan Indians of British Columbia and Washington State
- Food Plants of British Columbia Indians, Part II Interior Peoples
- Indian Food
- Interior B.C. Native Food Guide
- The NESA Activities Handbook for Native and Multicultural Classrooms
- The Salish People Vol. I-IV
- Similkameen Recipes
- We Get Our Living Like Milk From the Land

#### *Video*

- A Tradition Lives: Part I – Pow Wow Dance Outfits
- Who We Are: A Celebration of Native Youth
- Xatma Skelowh – First People



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- communicate needs, desires, and emotions
- describe events and experiences in logical progression
- participate, in nsíylxcən, in a variety of situations drawn from real life

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Suggest that 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. nsíylxcən should be used as much as possible.
- Have students brainstorm factors that affect personal well-being and conduct (e.g., traditional ways, praying, training, plant gathering, respecting nature and behavior in nature). Divide the class into groups and have each group:
  - choose an aspect of personal well-being and develop ideas on how to achieve it (e.g., devise a brief exercise program for younger students, devise and implement a plan for keeping the school clean)
  - prepare a written or oral summary of rules or procedures for maintaining person’s well-being (e.g., a set of rules for waste disposal or recycling)
- Provide students with idioms or sayings, some of which are related to lifestyle. Each student has one saying on a card. In small groups, students read their sayings to each other. As a group, students try to determine the meaning of each saying and work out which ones are related to a lifestyle. Discuss as a class and record the lifestyle-related sayings on a chalkboard or an overhead.
- Divide the class into small groups and have each group:
  - select and review a simple recipe written in nsíylxcən
  - go on a field trip to gather or obtain food and ingredients needed to prepare the recipe. Go to a place where nsíylxcən is spoken, if possible. Groups should then trade recipes and ingredients, and prepare the recipe.

**SUGGESTED ASSESSMENT STRATEGIES**

- Throughout the course, direct students' attention to criteria for effective oral interactions. These criteria can be the focus of teacher, peer and self-assessments. Consider creating a checklist to record evidence that a student's communication features:
  - an understandable message or meaning
  - an increasing amount of important and relevant information
  - appropriate language for the task and relationship
  - active engagement
  - risk-taking to extend language use and facility
  - pauses at the ends of phrases or ideas rather than alter each word
- Specific activities have additional demands such as:
  - for the theme of lifestyle and personal well-being, note evidence that students are using vocabulary related to the theme and to related resources
  - consider the extent to which students can read, comprehend and write simple root forms
  - assess the extent to which students are able to follow instructions in recipes, ask for and provide clarification of the recipes in nsíylxcən, write a recipe and explain how to prepare food in correct sequence
- Provide frequent opportunities for students to review and reflect on what they have learned and to establish personal goals and action plans for increasing their nsíylxcən skills.

**LEARNING RESOURCES**

See Appendix B for a complete annotated list of resources, including some that might apply to this organizer.



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- process and adapt information from age-appropriate resources and from Elders, speakers or members of the n̄s̄iȳlxc̄ən community to complete authentic tasks
- convey acquired information in formats that show growing independence in oral and written language
- show increased evidence of using n̄s̄iȳlxc̄ən outside of the classroom by interacting with native speakers from the community

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Bring a teacher-generated story in n̄s̄iȳlxc̄ən that deals with a personal well-being and lifestyle topic. If there are pictures, begin by having the students look at them and predict what the story might be about. Introduce any new vocabulary needed to understand the article. Then divide the story into short sections and conduct a jigsaw type of reading activity whereby students replace sections back into a proper sequence. For example, divide the class into groups and give each group a different section of the same story. Each group analyses and paraphrases its section. Then students form new groups to share the main ideas of all sections and arrange them in logical sequences. These groups represent their collaborative understanding of the story in a series of cartoon panels or illustrations.
- Using relevant documents, have students prepare for a camping trip. Have students identify key information for the camping trip so they can explain to a friend how to prepare for the trip. Have students involve Elders and other community people as resource people.

- Provide opportunities for students to apply and monitor their ns̓íylxc̓ən skills in real-life situations. Ask students to brainstorm situations outside of school where they can use ns̓íylxc̓ən to interact and accomplish a simple task (e.g., conversing with someone who speaks ns̓íylxc̓ən, making a purchase, ordering a meal, or telephoning to ask for

information about a job or newspaper advertisement). Assign partners to work together to accomplish a task they have chosen. Help students identify key steps or elements of the tasks. Students can then prepare a written outline of a task plan.

### SUGGESTED ASSESSMENT STRATEGIES

- When students participate in a story activity, assess their ability to:
  - identify key information about the topic
  - explain, clearly and in their own words, what they have learned
  - include an increasing amount of supporting detail
- If students develop an action plan, note their ability to:
  - identify a list of appropriate equipment and supplies
  - offer logical reasons for their choices
  - take into account practical considerations (e.g., space, storage, access, size)
  - outline sequential action plan

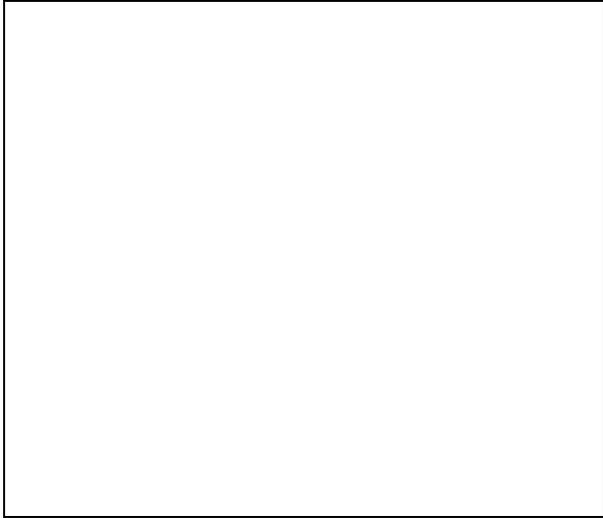
### LEARNING RESOURCES

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



#### *Print Materials*

- Okanagan Writings: Elders' Stories  
axá? i? k<sup>w</sup>u suknaqínx i? s  
cq'aq'áytət ta nqílxc̓ən



**PRESCRIBED LEARNING OUTCOMES**

***It is expected that students will:***

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

- Ask students to choose excerpts from contemporary pow wow tapes and put together a class music awards ceremony. Encourage them to describe their ceremony in nsíylxcən and give explanations for their choice of musical excerpts.
- Provide students with copies of nsíylxcən resources and invite them to:
  - scan for resources dealing with nsíylxcən culture
  - compose their own creative works for personal well-being and lifestyle
  - develop their creative works as a multimedia project or as advertisements
  - use humour and creativity
- As an extension, students could work in groups to assemble a nsíylxcən “Health and Lifestyles” newsletter, community newsletter or brief radio or TV program (e.g., using the Dear Abby approach). This project might include:
  - advertisements
  - interviews
  - commentaries and editorials
  - feature articlesIf students choose a radio or TV program, record each group’s work on videotape for assessment purposes and possible subsequent instructional use.

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**SUGGESTED ASSESSMENT STRATEGIES**

- When groups conduct awards ceremonies, ask each to develop a peer-feedback or audience-response form in *nsíylxcən* so their classmates can offer responses and constructive advice. After the ceremonies, have group members summarize the peer responses and offer self-assessments of their groups' presentations, in which they focus on:
  - strengths
  - special features
  - areas that need improvement or did not turn out as planned
  - what they learned
- Provide a range of opportunities for students to discuss and write about, in *nsíylxcən*, creative works that they encounter in the classroom and elsewhere. As they work independently and in small groups, watch for evidence that they are increasing their:
  - openness and sensitivity to the role of *nsíylxcən* in arts and literature
  - knowledge about *nsíylxcən* artistic and literary traditions and genres
  - interest in contemporary arts (e.g., music, movies)
  - willingness to risk offering opinions and views
  - participation and commitment to class or group activities
  - respect for cultural differences

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



***Print Materials***

- The Ecstasy of Rita Joe
- In Honour of Our Grandmothers
- Just Talking About Ourselves Vol I
- Okanagan Sources
- Okanagan Writings: Elders' Stories  
axá? i? k<sup>w</sup>u suknaqínx i? s  
cq'aq'áytət ta nqílxcən
- Our Bit of Truth – An Anthology of Canadian Native Literature
- Through Indian Eyes

***Audio Cassettes***

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

***It is expected that students will:***

- apply knowledge of characteristic nsíylxcən games, sports, crafts, customs, or celebrations to plan and implement a cultural event
- examine the effects that knowledge of nsíylxcən language and culture has on various aspects of their lives
- demonstrate an appreciation of nsíylxcən language and culture and its place in local and global communities
- explain the significance of particular nsíylxcən customs, celebrations, and festivals

- Invite students to plan and carry out a sports day for an elementary school class. The sports day should include familiar games, especially nsíylxcən games, and may also include other activities they have made up themselves. Have students work in pairs to:
  - prepare instructions in nsíylxcən for each activity
  - organize and lead activities during the sports day
- As a class, brainstorm foods that are a part of the diets of various cultures. Emphasize foods typical to the nsíylxcən diet and offer support by providing pictures of particular items. Have students analyze the lists by:
  - identifying foods that are part of a typical nsíylxcən diet and those that are part of the typical diet in another culture. Many foods will be common to both diets. Categorize the foods from both diets according to food groups defined in the Canada Food Guide Handbook
  - identifying similarities and differences
 Extend the activity by discussing reasons for some of the dietary differences that students have identified (e.g., geography, climate, customs, religion).
- Examine several versions of a legend or myth as it exists in nsíylxcən and other cultures. Then invite students in groups to select scenes to act out in nsíylxcən. Have students identify similarities and differences in plot, theme, moral and other elements in various versions of the story.

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**SUGGESTED ASSESSMENT STRATEGIES**

- When students plan and participate in activities such as ns̓íylxc̓ən Days or First Nations Day, note the extent to which they:
  - contribute suggestions about ns̓íylxc̓ən Days
  - outline instructions and rules associated with the ns̓íylxc̓ən Days or activities they choose
- Students can show their knowledge of ns̓íylxc̓ən foods and dietary practices through their discussions, writing and representations (e.g., posters and other visual needs). Look for evidence that they are able to:
  - use vocabulary related to foods
  - identify foods that are common to ns̓íylxc̓ən and other diets
  - offer logical reasons and examples to explain variations in diet
  - explain the significance of specific foods or dietary practices in diet
- Conference with students to discuss the sports' day activities they presented and look for evidence that they are able to:
  - describe their experiences with ns̓íylxc̓ən culture
  - express personal reactions to cultural activities
  - relate the activities they have experienced to a wider community, local or global
  - recognize how they have benefited from learning about ns̓íylxc̓ən language and culture
  - ask questions and express plans and intentions to further their learning

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



#### ***Print Materials***

- Courageous Spirits: Aboriginal Heroes of Our Children
- Days of Augusta
- Ethnobotany of the Okanagan Indians of British Columbia and Washington State
- Food Plants of British Columbia Indians, Part II Interior Peoples
- Indian Food
- Interior B.C. Native Food Guide
- The Salish People Vol. I-IV
- Similkameen Recipes
- We Get Our Living Like Milk From the Land

#### ***Video***

- First Contact
- Honouring the Wisdom
- Inherit the Earth
- A Tradition Lives: Part I – Pow Wow Dance Outfits
- Who We Are: A Celebration of Native Youth
- Xatma Skelohw –First People



**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
- discuss plans related to common activities
- interact in nsíylxcən with growing confidence in familiar situations drawn from real life

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Brainstorm a list of words associated with the environment (e.g., recycling, pollution, extinction, reforestation). Clarify spellings and meanings of new nsíylxcən vocabulary that students introduce. Using the brainstormed words, invite students to suggest ideas for an environment-related group project that they can plan and carry out.
- Conduct a brief, informal debate on a topic or question related to the environment. (e.g., Should animals on the verge of extinction be hunted? Should the government limit the use of all or some of the natural resources including animal foods?)
- Conduct a debate related to an environmental issue. The general approach is to review the issue with the students, indicating that there are several viewpoints to consider. Then divide students into small groups, giving each group some information to support one viewpoint. One group could be designated to act as observers. Each of the other groups prepares an oral presentation to promote its designated viewpoint. Bring the class together to carry out the debate. Following the discussion period, ask the observer group to give feedback. Highlight the difficulty of resolving such issues and stress the need for a decision-making process that takes account of the various viewpoints.
- 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 non-smoking or smoking habits. The whole class could identify the three most common reasons for not smoking or smoking. In pairs, students share opinions and reasons for prohibiting smoking in various public places and then present their ideas to the whole class.

**SUGGESTED ASSESSMENT STRATEGIES**

- At regular intervals, ask each student to choose a journal entry to refine and submit. Assess students’ writing for evidence that:
  - meaning is clear
  - it includes supporting detail, reasons, or examples
  - it uses a variety of vocabulary and expressions
  - time sequence is clear, with appropriate use of transitions
- In assessing students’ debating skills, consider the extent to which they are able to:
  - clearly offer a relevant viewpoint
  - provide supporting reasons and examples
  - use strategies to keep communication going (e.g., self-corrects, rephrases in *nsíylxcən*, tries to apply known structures to new situations)
  - speak with some spontaneity and fluidity (pauses tend to be at the end of phrases or sentences and rarely interfere with meaning)
- When starting activities such as the debate, work with students to develop an assessment and feedback form suitable for teacher and students. Students can use a simple checklist or rating scale to record their observations about skills such as:
  - offering information that is useful in completing the task
  - acknowledging or responding to information from others
  - offering relevant details or examples to support viewpoints
  - expressing information clearly (speech is readily comprehensible)
  - asking questions to clarify or extend

**LEARNING RESOURCES**

See Appendix B for a complete annotated list of resources, including some that might apply to this organizer.



**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- research, analyze, and use relevant information from a variety of age-appropriate nsíylxcən resources, Elders, speakers, and members of the nsíylxcən community to complete authentic tasks
- convey acquired information in oral, visual, and written forms
- show evidence of using nsíylxcən to interact with native speakers in the community

- Have students use a variety of health and fitness articles and brochures in nsíylxcən and other languages as references and then choose one area of their lifestyles they would like to improve. Ask each student to create a Self-Improvement Plan and monitor progress for one month in a journal. Entries should be written daily and make direct reference to the plan each student has developed, noting steps taken or not taken. At the end of the month, students may present their plans to the class with summaries of the results. Results could also be presented in graphic or visual form.
- Have students plan and carry out an environment-related group project based on research done by conducting interviews or using the Internet. Possibilities might include:
  - planting or rehabilitating trees (This would involve tasks such as identifying the benefits, selecting a planting location, obtaining needed permissions, getting seedlings.)
  - conducting a salmon enhancement project
- Have students interview Elders and resource people and view or listen to a variety of media (books, audio-tapes and videotapes) on traditional or contemporary environmental issues. Have students discuss topics in nsíylxcən.
- Students can make a portfolio of actual dried plants and plant photographs. They can invite Elders and other resource people to explain the plants' traditional uses and status in terms of conservation. Students might then present information to other students. Ensure the research or gathering of information is done during the suitable months or seasons.

**SUGGESTED INSTRUCTIONAL STRATEGIES**

**SUGGESTED ASSESSMENT STRATEGIES**

- When students complete research assignments, use assessment criteria such as the following:
  - information is clear, relevant and accurate
  - assignment includes details, reasons, and examples to support key points
  - language is appropriate and understandable
  - information is organized in a way that makes it easy to follow (e.g., transitions and tenses are used effectively)
- 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
  - each contributed to the group

**LEARNING RESOURCES**

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



***Print Materials***

- Okanagan Writings: Elders’ Stories  
 axá? i? k<sup>w</sup>u suknaqínx i? s  
 cq’aq’áytət ta nqíl<sup>w</sup>cən

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- view, participate in, listen to, and read creative works, and respond to them in various ways

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Provide opportunities for students to view photos, slides, or video clips of famous landmarks in a nsíylxcən region. Then have them create a brochure, highlighting points of interest.
- Have students create a newspaper about environmental issues using a procedure such as the following:
  - review the various sections of the newspaper
  - conduct a whole group brainstorming session to develop environmental-related headlines that could appear in each section of a local community newspaper
  - group students in pairs and have each pair choose a headline to use as the basis for developing a short, fictitious news article. Have the pairs write draft articles and exchange their work with another pair for editing purposes.
  - to complete the newspaper, have students compose ads, cartoons, illustrations and letters to the editor.
  - ask students to work in groups to lay out sections of the newspaper. Use computer graphic software, if possible.
  - photocopy and distribute the newspaper.
- Introduce several nsíylxcən songs over a period of time, then assign singer or deejay roles to students. Deejays prepare generic interview questions, and singers prepare information about themselves and their songs. Pairs match up randomly and conduct interviews in nsíylxcən to present to the class.
- Present a folk tale, legend, fairy tale, or modern story, but do not provide the ending. Challenge students to write or act out possible endings.

### SUGGESTED ASSESSMENT STRATEGIES

- 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 and personal response, giving reasons or supporting details
  - responds appropriately to questions and comments from others
  - uses nsíylxcən that is understandable
- From time to time, have students review their responses to creative works by answering questions such as:
  - Which of the creative works you have viewed, listened to, or read this year or term stands out in your mind?
  - Which part of the activity was most interesting for you: reading, viewing, listening, or creating your response?
  - How did your view or understanding of the original work change as you worked on your project? What difference might a different project have made?
  - How are your responses or preferences similar when you consider nsíylxcən works and when you consider works in English or other languages? How are your responses different?
- As students engage in and discuss creative activities, look for evidence of:
  - awareness and appreciation of a growing range of nsíylxcən creative works, both traditional and contemporary
  - increasing ability to identify and explain features that appeal to them
  - vocabulary and language structures that are useful in discussing creative works
  - willingness to share their own creative work with the class for feedback and response

### LEARNING RESOURCES

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



#### *Print Materials*

- Breath Tracks
- The Ecstasy of Rita Joe
- Gatherings: An En'owkin Journal of First North American Peoples
- In Honour of Our Grandmothers
- Okanagan Writings: Elders' Stories  
axá? i? k<sup>w</sup>u suknaqínx i?  
scq'aq'áytət ta nqílxcən
- Okanagan Sources
- Through Indian Eyes

#### *Audio Cassettes*

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- apply knowledge of characteristic nsíylxcən traditions and customs, sports and games, and arts and designs to plan and implement a cultural event
- analyze the effects of knowing about nsíylxcən language and culture on various aspects of their lives
- demonstrate an appreciation of nsíylxcən language and culture and its place in the world
- analyze the significance of particular nsíylxcən traditions and customs, sports and games, and arts and designs

- Select one or more legends or stories from the nsíylxcən Nation and one or more from another culture. Selected legends and stories should deal with people and their relationship with the environment. After reading the stories, encourage students to:
  - identify symbolism and discuss the messages of each story
  - discuss what the original purpose of each story might have been and comment on its contemporary relevance
  - identify common ideas and elements in the stories
  - suggest ideas for characters and plot for a new story that expresses contemporary attitudes to the environment
- Students work in groups to write a script for a myth they have studied or created. They would design and incorporate costumes, sets and masks. The groups then perform their plays for an audience.
- Have students research the growth of the nsíylxcən populations in BC communities and conduct a demographic analysis of the population. Specifically, students could identify:
  - numbers of people in the local nsíylxcən community
  - history of the reserves (when, how, where, why they were created)
  - migration of other Aboriginal groups
  - geographical areas of people who speak characteristic nsíylxcən
  - pattern of rural and urban migrationStudents could use computer software to tabulate and display the data gathered. Extend the demographic analysis to looking at the patterns of migration of nsíylxcən populations from the local reserve community to other parts of the world (when, how many, factors that encouraged the migrations).

**SUGGESTED ASSESSMENT STRATEGIES**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- When students work with nsíylxcən myths, focus assessment on the extent to which they are able to:
  - retell key events in their own words
  - make connections between the myths and other aspects of the culture
  - discuss the significance of key themes or lessons
  - compare nsíylxcən myths with those from other cultures
- To assess a demographic research activity, consider the extent to which students:
  - locate relevant information about people of nsíylxcən origin
  - provide detailed and accurate interpretations of the data they collect
  - develop logical conclusions about the place of nsíylxcən language and culture in the local community
- Form groups and ask students to demonstrate their understanding of the impact of nsíylxcən language and culture by preparing an oral, musical or dramatic presentation (e.g., a panel, a series of role plays, a short play, a song). Ensure that students know how their work will be assessed and what criteria will be used. Students could use the same criteria for peer assessment. For example, assessment might focus on the extent of:
  - accurate interpretations and references to nsíylxcən language and culture
  - specific and detailed references to the current or potential impact of nsíylxcən language and culture on students’ lives
  - relevant and appropriate references to the role of nsíylxcən, locally and globally
  - resourcefulness in presenting information that adds to their classmates’ appreciation of nsíylxcən

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



***Print Materials***

- Aboriginal Title in British Columbia
- Ethnobotany of the Okanagan Indians of British Columbia and Washington State
- Food Plants of British Columbia Indians, Part II Interior Peoples
- The Guide to Similkameen Treasure
- Indian Food
- Interior B.C. Native Food Guide
- My Name Is Seepeetza
- Resistance and Renewal-Surviving the Indian Residential School
- The Salish People Vol. I-IV
- Similkameen Recipes
- Struggle for the Land
- This Land is Not For Sale

***Video***

- First Contact
- Honouring the Wisdom
- Inherit the Earth
- Journey to Strength
- Okanagan Land Claims: an Okanagan Perspective
- A Tradition Lives: Part I – Pow Wow Dance Outfits
- Who We Are: A Celebration of Native Youth
- Whose Land is This?
- Xatma Skelowh–First People

**LEARNING RESOURCES**

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- exchange ideas and thoughts about areas of personal and community interest
- give details and reasons to support points of view on various issues in a culturally relevant manner
- express plans, goals, and intentions in a manner respectful to nature and others
- interact in nsíylxcən with growing confidence in familiar situations drawn from real life

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- With the whole class, create a simple model résumé and cover letter. Introduce new vocabulary related to describing personal experience and qualifications. Then have students work in pairs to write personal résumés and cover letters in following the model. Review these for accuracy and appropriateness.
- Conduct a brainstorming session to generate a list of questions that:
  - someone looking for a job might ask an interviewer about the organization or business
  - an interviewer might ask a prospective job applicant
- Students select and write down the questions they would like to use from each list. Working in pairs, they then take turns interviewing each other. Extend the activity by having students remain in pairs and write the answers to each question in point form.
- Have students read a classified ad and make a list of qualifications for that job.
- Encourage students to apply for Work Experience placements that require them to use their skills, e.g., language teacher in an elementary school, daycare, cultural centre, or organization.
- At the conclusion of a -oriented work placement, ask students to prepare a report on their experience. This could take the form of an album (class or individual) that includes photos, a description of the organization and job, and personal reactions to the placement.
- Have students write a biography about an Elder, deceased or alive, explaining their personal history and why this person had a significant impact on their life.

**SUGGESTED ASSESSMENT STRATEGIES**

- Provide frequent opportunities for students to interact in partner, small-group and class activities in which they discuss topics and present viewpoints. Note the extent to which they are able to:
  - volunteer information and ideas to stimulate discussion
  - express opinions and beliefs clearly
  - offer logical details, examples and reasons to support their opinions
  - ask questions to extend and clarify information
  - use appropriate strategies to improve communication (e.g., repeating, rephrasing, self-correcting, adapting known structures and vocabulary)
- Focus responses to student résumés and cover letters on criteria previously discussed in class. These may include:
  - career plans and goals stated clearly
  - details of personal qualifications and short term goals provided
  - points are clear and logically sequenced
  - vocabulary and style are appropriate and concise
  - correct business letter format (i.e., salutation, closure)
  - correct punctuation, spelling and sentence structures
- As students role play job interviews, use a class list or checklist to note observations. Collect students’ interview questions and point-form answer sheets, along with a brief peer assessment in which the “interviewer” explains whether she or he would hire the candidate, and why or why not.
- Encourage students to keep and monitor two or three short-term goals in their journals. As the year progresses, lead students to reflect on their success in achieving these goals.

**LEARNING RESOURCES**

See Appendix B for a complete annotated list of resources, including some that might apply to this organizer.



**SEE SEPARATE FILE FOR THIS PAGE!**

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- research, analyze, and use relevant information from several sources including Elders, speakers, and members of the nsíylxcən community to complete authentic tasks
- convey acquired information in a variety of formats
- show evidence of using nsíylxcən outside of the classroom while interacting with native speakers in the community

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- 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 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 with the headings: Job Description, Required Education, Employment Opportunities, and Salary.
- Have students conduct research to find community organizations offering services in (e.g., daycare centres, Elders' homes, hospitals, local cultural centre, elementary schools offering language instruction to younger students). They could also identify organizations that might provide them with Work Experience opportunities. Sources of information might include community newspaper ads, personal referrals and community directories. They might invite speakers as they conduct their research. Then have students present their findings to the class.
- Have students conduct research by viewing and using photographs, audio-tapes and videotapes in order to prepare an Elder's biography.

**SUGGESTED ASSESSMENT STRATEGIES**

- 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 conditions
 Consider collecting the career summaries and assessing them for accuracy and relevance of information.
- Before students begin working on research assignments, discuss key features or criteria for successful work. Discussion might focus on the following general criteria in several, different research assignments:
  - information is complete, accurate, relevant and detailed
  - information is well organized and easy to follow
  - information is based on a variety of appropriate resources
  - presentation, oral or written, is clear and comprehensible
- Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of:
  - strategies they find effective
  - tasks they are comfortable with
  - skills and strategies they want to improve
- Have them occasionally review and update their records with partners.

**LEARNING RESOURCES**

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



*Print Materials*

- Okanagan Writings: Elders' Stories  
axá? i? k<sup>w</sup>u suknaqínx i?  
scq'aq'áytət ta nqíl<sup>w</sup>cən

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- view, participate in, listen to and read creative works, and respond to them in various ways

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Choose a short story or novel to read with the class. During the reading, have students identify and discuss such things as plot, setting, character, conflict, motive and symbolism. Introduce vocabulary and critical reading skills such as skimming, scanning and identifying viewpoint. Then have students select a short prose work to read independently. They can identify key elements and ideas and prepare brief book reports to share with their classmates. If poetry rather than prose is chosen, focus on such elements as symbolism, figures of speech, rhythmic patterns and imagery.
- Have students read and listen to recorded biographies and life histories, and present their findings to the class.
- Have students create their own biography, with illustrations, based on an Elder's biography.
- Introduce students to the music of singers and composers. Then invite each student to select a personality to research and make a presentation to the class that includes a favourite song, general information about the singer, the singer's era, and comments about the singer's music.

## SUGGESTED ASSESSMENT STRATEGIES

- When groups of students present their dramatizations of a short story, criteria might include:
  - presentation and choice of vocabulary conveys the characters’ emotions and the mood of the story
  - presentation shows evidence of practice and rehearsal
  - presenters attempt to engage the audience
- To assess students’ responses to literature, have them present short reviews orally or in writing. These should include some analysis but the focus should be on responding in a personal way, as opposed to offering literary criticism. In assessing their reviews, look for evidence that they:
  - reflect a unique personal perspective or interest and offer some challenge in terms of language or culture
  - clearly describe key features
  - offer a personal point of view, including reasons and examples, and make connections to other experiences or works
  - consider key elements of fiction (i.e., viewpoint, character, plot, theme, motivation of author)
  - offer interpretations consistent with the ideas and information in the work
  - write clearly, using a wide variety of appropriate vocabulary
- Ask students to develop and submit portfolios of creative works they have created during nsíylxcən classes. Negotiate portfolio requirements with 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 or lyrics.

## LEARNING RESOURCES

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



### *Print Materials*

- Breath Tracks
- The Business of Fancy Dancing
- The Ecstasy of Rita Joe
- Gatherings: An En’owkin Journal of First North American Peoples
- In Honour of Our Grandmothers
- Okanagan Sources
- Okanagan Writings: Elders’ Stories  
axá? i? k<sup>w</sup>u suknaqínx i? s  
cq’aq’áytət ta nqílxcən
- One Good Story, That One
- Slash
- Through Indian Eyes

### *Audio Cassettes*

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow wow Tapes
- Okanagan Songs Tape I & II

**LEARNING OUTCOMES**

*It is expected that students will:*

- apply knowledge of characteristic traditions and customs, sports and games, and arts and designs to plan and implement a cultural event
- analyze the effects that knowing about language and culture might have on various aspects of their lives
- demonstrate an appreciation of language and culture and its place in the world
- analyze the significance of particular traditions and customs, sports and games, and arts and designs

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Invite several guests who are fluent in to speak to the class during the year. Ask different students each time to welcome, question, and thank the guests, using appropriate, polite expressions. Students could also write letters of invitation and thanks, using formal language conventions.
- As a culminating activity, ask students to organize and present a cultural event to which parents and the community could be invited. To do this, students might:
  - prepare and recite legends and stories
  - learn and rehearse songs and dances
  - write skits or short plays or select an appropriate short scene from a dramatic work in nsíylxcən
  - create props, costumes and sets as needed to support their plays
  - collect and develop nsíylxcən arts and crafts and mount them as a display
  - prepare nsíylxcən food as a class
  - write a valedictory address explaining how the study of nsíylxcən has enhanced their lives
  - write letters of invitation
  - design and produce posters to advertise the event
- Biographies of different First Nations groups, nsíylxcən, six<sup>w</sup>áp̄mx and s̄ā'ymx can be developed. A comparison of the different lifestyles in the different geographical areas can be made by looking at them from a historical perspective. These could then be discussed in class.

**SUGGESTED ASSESSMENT STRATEGIES**

- Criteria such as the following can form the basis for teacher, peer and self-assessment of participation in cultural events:
  - shows enthusiasm and respect
  - uses language related to the cultural event
  - accurately interprets relevant cultural features
  - responds appropriately to questions about the significance of specific aspects of the activity
  - offers useful feedback to peers about the plan and activities

Teachers might provide students with a list of these criteria and rate their participation on a scale of 0 to 5, where 5 indicates Outstanding and 0 indicates No Evidence Observed.

- To prompt reflection and self-assessment, have students record their observations and reactions to specific events or experiences in which they interact with fluent nsíylxcən speakers or attend a nsíylxcən event. Review their reflections to assess the extent of their understanding and insight. Negotiate task requirements such as:
  - briefly describe the events or experiences
  - talk about your participation in as much detail as possible
  - comment on your feelings and reactions (e.g., enjoyment, confidence, interest, surprise)
  - identify one or two key things you want to remember or learn more about
  - present clear, understandable message
  - use appropriate language

**LEARNING RESOURCES**

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



***Print Materials***

- Aboriginal Title in British Columbia
- Bobbi Lee – Indian Rebel
- Ethnobotany of the Okanagan Indians of British Columbia and Washington State
- Food Plants of British Columbia Indians, Part II Interior Peoples
- The Guide to Similkameen Treasure
- Indian Food
- Indian History of British Columbia Vol. I
- Interior B.C. Native Food Guide
- My Name Is Seepetza
- Resistance and Renewal-Surviving the Indian Residential School
- The Salish People Vol. I-IV
- Similkameen Recipes
- Struggle For the Land
- This Land is Not For Sale

***Video***

- A Common Destiny: Walking In Both Worlds
- First Contact
- Honouring the Wisdom
- Inherit the Earth
- Journey to Strength
- Okanagan Land Claims: an Okanagan Perspective
- A Tradition Lives: Part I – Pow Wow Dance Outfits
- Who We Are: A Celebration of Native Youth
- Whose Land is This
- Xatma Skelowh –First People



# CURRICULUM

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*Introductory nsíylxcən 11*



**I**ntroductory nsíylxcən 11 is designed for students who may not have taken nsíylxcən 5 to 10. Successful completion of this course should provide students with a level of competence that will allow them to successfully participate in nsíylxcən 11 and 12 courses. Introductory nsíylxcən 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 nsíylxcən 11 is designed to provide students with an equivalent preparation for nsíylxcən 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 nsíylxcən 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:*

- 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
- share information, opinions, and preferences, giving reasons
- describe events and experiences in logical progression
- participate in nsíylxcən in a variety of situations drawn from real life

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Have students use pre-framed models to interview one another in pairs to learn information. Partners then introduce one another to the class, using a pre-framed outline such as:
  - way' incá i? sk<sup>w</sup>ists \_\_\_\_\_.
  - axá?, ħminks mipnúłəms.
  - i? sħ<sup>w</sup>əħ<sup>w</sup>?ústst antəx<sup>w</sup>síli?s i? s?íckən \_\_\_\_\_.
  - antəx<sup>w</sup>sílis ħmínksəlx \_\_\_\_\_ i kscm'áy'a?səlx
- Provide opportunities for students to follow routine classroom directions and instructions in nsíylxcən. (e.g., Open your notebooks. Form a group with two other people. Move your desks into a circle.) Use gestures to clarify meaning.
- Ask students to work in groups of five to survey and take notes on one another's preferences and interests. Possible topics include favourite foods, pets, movies, music, and hobbies. One person from each group records information on a tally chart and reports the group's results to the class. Students may then graph the findings.
- Ask students to prepare gift-shopping lists for their families and friends. Have them work in pairs to role play scenes in which they ask a shopkeeper where they can find the various items listed and how much they cost. As a variation, students could describe the interests and preferences of their family members and friends, and the shopkeeper could make suitable gift suggestions.

### SUGGESTED ASSESSMENT STRATEGIES

- As students engage in communication activities, note the extent to which they:
  - speak clearly
  - take risks to speak nsíylxcən
  - use given frames in logical sequence
  - listen actively to follow instructions
  - choose the appropriate expression from those they have practised
  - approximate pronunciation in nsíylxcən
  - support and encourage one another
- When students are asked to apply the vocabulary and structures they have learned to new situations, such as in spontaneous role plays or dialogues, provide them with a list of assessment criteria or key features.
- Provide frequent opportunities for self- and peer assessment, so that students can reflect on key concepts and useful information and set personal goals, particularly for oral communications. Encourage students to consider how often they or their peers:
  - ask questions using nsíylxcən
  - respond to questions using nsíylxcən
  - self-correct when communicating in nsíylxcən
  - ask for clarification when they do not understand statements or questions
  - attempt to use a new structure
  - initiate conversations in nsíylxcən
- 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 (i.e., past, present, future) are clear and appropriate
  - students use classroom references and other resources (e.g., dictionaries, textbooks, authentic materials)

### LEARNING RESOURCES

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



#### *Print Materials*

- En'owkin's Indian Language Book  
púpa?k<sup>w</sup>. n?áwqən i? sck<sup>w</sup>ul's i?  
sc?a?i'ác' ta nqilx<sup>w</sup>cən
- Sm'miatn (Dictionary)

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- find, extract and use information from age-appropriate nsíylxcən resources, and from Elders, speakers, members of the nsíylxcən community or family members to complete authentic tasks
- convey acquired information in formats that show growing independence in oral and written language

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Have students work in groups to conduct opinion polls, using simple terms from nsíylxcən to determine the range of preferences in the class regarding everyday activities (e.g., sports, music, humour, clothing, restaurants, food). Post the results or have students record them on charts or graphs.
- Provide students with tourist brochures. On a task sheet divided into times of day (morning, midday, afternoon, evening), students choose activities for a family outing and record them using key words and symbols in nsíylxcən.
- Play an audio-tape (e.g., song, dramatic reading, speech) or a video and ask students to:
  - 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 nsíylxcən (e.g., by making inquiries about an object for sale, an event, hours of operation).
- Have students develop a newsletter using simple nsíylxcən to describe events in the school or community.

**SUGGESTED ASSESSMENT STRATEGIES**

- When students work with resources in nsíylxcən, 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
  - explain the clues and strategies they used
- When students convey information, orally or in writing, note the extent to which they:
  - identify and recount ideas or impressions
  - use accurate and relevant information
  - include details and examples
  - reproduce nsíylxcən words and structures in understandable form
  - organize and sequence information appropriately
- Have students keep up-to-date language logs in which they:
  - set personal goals for acquiring or extending specific language skills
  - chart their progress regularly, making comparisons to previous performance and to goals or targets they have set
  - record new language expressions (organized into themes, categories, or topics) and effective strategies they have used
- Compile a list of skills and strategies that may be used for self, peer, or teacher-assessment. These might include:
  - recognizing familiar nsíylxcən words in new contexts
  - using cognates as clues to meaning (where possible)
  - using a thematic or bilingual dictionary appropriately
  - using non-verbal clues (e.g., context, gesture, intonation, graphics) to support meaning
  - using knowledge of common nsíylxcən patterns to make predictions or draw inferences

**LEARNING RESOURCES**

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



***Print Materials***

- Sm'miatn (Dictionary)

### LEARNING OUTCOMES

*It is expected that students will:*

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

### SUGGESTED INSTRUCTIONAL STRATEGIES

- Introduce students to a variety of simple poems, rhymes, or tongue twisters in nsíylxcən. 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 nsíylxcən to create concrete poetry.
- Suggest that students in groups look at excerpts from comic books or cartoons and identify phrases or expressions useful for creating their own brief (six to eight-frame) comic strips in nsíylxcən modeled on those they have read. Sources may include topical or political cartoons from community newspapers.
- Form groups and ask each group to choose a nsíylxcən 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.
- Ask students to read a selection of children's stories in nsíylxcən, then to select one of the following projects:
  - create a pattern book for young children
  - illustrate a story to clarify meaning
  - role play a story
  - change one element of a story throughout the story
  - record a story on audio-tape

### SUGGESTED ASSESSMENT STRATEGIES

- Have students keep sections of their notebooks or journals for responding to creative works. They might keep logs in which they record and comment on experiences with creative works in nsíylxcæn. 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 (e.g., rhythmic patterns, simple rhymes)
  - 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

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



***Print Materials***

- Breath Tracks
- The Ecstasy of Rita Joe
- Gatherings
- In Honour of Our Grandmothers
- Okanagan Writings: Elders' Stories  
axá? i? k<sup>w</sup>u suknaqínx i?  
scq'aq'áytət ta nqílxcən
- Through Indian Eyes

***Audio Cassettes***

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

**PRESCRIBED LEARNING OUTCOMES**

*It is expected that students will:*

- identify characteristics of nsíylxcən culture(s)
- identify and examine nsíylxcən customs, and discuss similarities and differences when compared to other culture(s)
- identify cultural content in nsíylxcən resources

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Encourage students to develop an understanding of their cultural backgrounds, including special foods, celebrations, and artifacts. Invite them to organize displays to introduce their cultures to the class. Displays could include samples of food or clothing, demonstrations, personal objects, photos, or brief descriptions of special traditions or important aspects of geography and history. These displays can serve as a foundation for activities dealing with nsíylxcən culture(s).
- Have the class or school engage in a simulation of a major celebration common in nsíylxcən culture(s) (e.g., Winter dance, feasts to honour Elders, name giving, pow wow).
- Suggest that students plan itineraries for trips to other tribal areas in which they can use nsíylxcən. Then have them use visual aids and communication in nsíylxcən to present and display their plans to the class, including resources they might need for the trip (e.g., camping gear, money, luggage).

**SUGGESTED ASSESSMENT STRATEGIES**

- When students present visual representations or 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 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 nsíylxcən words, names, and derivatives (e.g., place names, sports, entertainment figures)
- When students participate in activities, note evidence of their interest in and awareness of some aspects of nsíylxcən culture(s) 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
- In communication situations involving English or nsíylxcən loan words (words adopted into the other language), look for evidence that students:
  - are able to recognize and comprehend the meaning of the words in their new context
  - are interested in relationships between the two languages
  - make an effort to use the words appropriately

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



#### *Print Materials*

- Breath Tracks
- The Ecstasy of Rita Joe
- Gatherings
- In Honour of Our Grandmothers
- Through Indian Eyes

#### *Audio Cassettes*

- Cathedral Lakes Singers
- Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes
- Okanagan Songs Tape I & II

#### *Video*

- Honouring the Wisdom

### LEARNING RESOURCES