



# APPENDICES

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# APPENDIX A

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## *Prescribed Learning Outcomes*

## APPENDIX A: Prescribed Learning Outcomes

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### ▼ COMMUNICATING

*It is expected that students will:*

GRADE 5	GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> <li>• introduce themselves and others using appropriate family relationship terms</li> <li>• communicate information orally, with brief and simple messages</li> <li>• communicate likes and dislikes</li> <li>• ask and respond to basic questions</li> <li>• follow classroom instructions given in nsíylxcən</li> </ul>	<ul style="list-style-type: none"> <li>• exchange information orally, with brief and simple messages</li> <li>• use family relationship terms</li> <li>• share preferences and interests</li> <li>• use pattern phrases to make simple requests for classroom objects</li> <li>• participate in classroom routines conducted in nsíylxcən</li> </ul>	<ul style="list-style-type: none"> <li>• exchange information about day-to-day situations and events and seasonal activities</li> <li>• use appropriate kinship terms</li> <li>• participate in classroom activities using simple speech in nsíylxcən</li> <li>• use nsíylxcən while working with others to complete a task</li> </ul>	<ul style="list-style-type: none"> <li>• ask for information about objects, places and people</li> <li>• share information about activities and interests</li> <li>• participate in short conversations</li> <li>• participate in familiar activities (real or simulated) using simple nsíylxcən</li> </ul>

▼ COMMUNICATING

*It is expected that students will:*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>• ask for assistance and detailed information, including directions and prices</li> <li>• describe and exchange information related to activities, people, and things</li> <li>• share opinions and preferences, giving reasons</li> <li>• participate, in nsíylxcən, in a variety of situations drawn from real life</li> </ul>	<ul style="list-style-type: none"> <li>• communicate needs, desires, and emotions</li> <li>• describe events and experiences in logical progression</li> <li>• participate, in nsíylxcən, in a variety of situations drawn from real life</li> </ul>	<ul style="list-style-type: none"> <li>• exchange opinions on topics of interest</li> <li>• describe or narrate with some supporting detail an event, situation, or experience</li> <li>• discuss plans related to common activities</li> <li>• interact in nsíylxcən with growing confidence in familiar situations drawn from real life</li> </ul>	<ul style="list-style-type: none"> <li>• exchange ideas and thoughts about areas of personal and community interest</li> <li>• give details and reasons to support points of view on various issues in a culturally relevant matter</li> <li>• express plans, goals, and intentions in a manner respectful to nature and others</li> <li>• interact in nsíylxcən with growing confidence in familiar situations drawn from real life</li> </ul>

## APPENDIX A: Prescribed Learning Outcomes

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### ▼ ACQUIRING INFORMATION

*It is expected that students will:*

GRADE 5	GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> <li>• extract specific information from age-appropriate nsíylxcən resources and from Elders or family members to complete authentic tasks</li> <li>• convey acquired information in oral and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>• extract specific information from age-appropriate nsíylxcən resources and from Elders or extended family members to complete authentic tasks</li> <li>• convey acquired information in oral and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>• extract specific information from age-appropriate nsíylxcən resources and from Elders, members of the nsíylxcən community or family members to complete authentic tasks</li> <li>• convey acquired information in oral and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>• obtain and, to some extent, process specific information from age-appropriate nsíylxcən resources and from Elders to complete authentic tasks</li> <li>• convey acquired information in oral and visual forms, and using some writing</li> </ul>

▼ ACQUIRING INFORMATION

*It is expected that students will:*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>• extract and process information from age-appropriate nsíylxcən resources and from Elders or speakers to complete authentic tasks</li> <li>• convey acquired information through oral and written language, using visual support</li> </ul>	<ul style="list-style-type: none"> <li>• process and adapt information from age-appropriate nsíylxcən resources and from Elders, speakers, members of the nsíylxcən community to complete authentic tasks</li> <li>• convey acquired information in formats that show growing independence in oral and written language</li> <li>• show increased evidence of using nsíylxcən outside of the classroom by interacting with native speakers from the community</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• convey acquired information in oral, visual, and written forms</li> <li>• show evidence of using nsíylxcən to interact with native speakers in the community</li> </ul>	<ul style="list-style-type: none"> <li>• research, analyze, and use relevant information from several sources, including Elders, speakers and members of the nsíylxcən community to complete authentic tasks</li> <li>• convey acquired information in a variety of formats</li> <li>• show evidence of using nsíylxcən outside of the classroom while interacting with native speakers in the community</li> </ul>

## APPENDIX A: Prescribed Learning Outcomes

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### ▼ EXPERIENCING CREATIVE WORKS

*It is expected that students will:*

<b>GRADE 5</b>	<b>GRADE 6</b>	<b>GRADE 7</b>	<b>GRADE 8</b>
<ul style="list-style-type: none"><li>view or listen to creative works with visual and contextual support, and respond to them in various ways</li></ul>	<ul style="list-style-type: none"><li>view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways</li></ul>	<ul style="list-style-type: none"><li>view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways</li></ul>	<ul style="list-style-type: none"><li>view, listen to, and, to some extent, read creative works with visual and contextual support, and respond to them in various ways</li></ul>

▼ EXPERIENCING CREATIVE WORKS

*It is expected that students will:*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>view, participate in, and listen to creative works with visual and contextual support, and respond to them in various ways</li> </ul>	<ul style="list-style-type: none"> <li>view, participate in, listen to and, to some extent, read creative works with visual and contextual support, and respond to them in various ways</li> </ul>	<ul style="list-style-type: none"> <li>view, participate in, listen to, and read creative works, and respond to them in various ways</li> </ul>	<ul style="list-style-type: none"> <li>view, participate in, listen to and read creative works, and respond to them in various ways</li> </ul>



## APPENDIX A: Prescribed Learning Outcomes

### ▼ UNDERSTANDING CULTURE AND SOCIETY

*It is expected that students will:*

GRADE 5	GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> <li>• identify elements of their own and their classmates' cultural backgrounds</li> <li>• identify specific characteristics of nsíylxcən culture(s)</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a knowledge of nsíylxcən traditions and customs, sports and games, and arts and designs</li> <li>• use language associated with nsíylxcən traditions and customs, sports and games, and arts and designs</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• identify and share their own family customs and routines</li> <li>• demonstrate a knowledge of the language needed to explain and participate in nsíylxcən traditions and customs, games and sports, and arts and designs</li> <li>• categorize similarities and differences between nsíylxcən traditions and customs, games and sports, and arts and designs and those of other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• describe nsíylxcən traditions and customs, sports and games, and arts and designs</li> <li>• demonstrate procedures associated with nsíylxcən traditions and customs, sports and games, and arts and designs</li> <li>• 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</li> </ul>

▼ UNDERSTANDING CULTURE AND SOCIETY

*It is expected that students will:*

GRADE 9	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>• identify ways that knowledge of nsíylxcən language and culture has affected their daily lives</li> <li>• demonstrate an appreciation of nsíylxcən language and culture and its place in the world</li> <li>• demonstrate an understanding of the significance of particular nsíylxcən traditions and customs, sports and games, and arts and designs</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of characteristic nsíylxcən games, sports, crafts, customs, or celebrations to plan and implement a cultural event</li> <li>• examine the effects that knowledge of nsíylxcən language and culture has on various aspects of their lives</li> <li>• demonstrate an appreciation of nsíylxcən language and culture and its place in local and global communities</li> <li>• explain the significance of particular nsíylxcən customs, celebrations, and festivals</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of characteristic nsíylxcən traditions and customs, sports and games, and arts and designs to plan and implement a cultural event</li> <li>• analyze the effects of knowing about nsíylxcən language and culture on various aspects of their lives</li> <li>• demonstrate an appreciation of nsíylxcən language and culture and its place in the world</li> <li>• analyze the significance of particular nsíylxcən traditions and customs, sports and games, and arts and designs</li> </ul>	<ul style="list-style-type: none"> <li>• apply knowledge of characteristic nsíylxcən traditions and customs, sports and games, and arts and designs to plan and implement a cultural event</li> <li>• analyze the effects that knowing about nsíylxcən language and culture might have on various aspects of their lives</li> <li>• demonstrate an appreciation of nsíylxcən language and culture and its place in the world</li> <li>• analyze the significance of particular nsíylxcən traditions and customs, sports and games, and arts and designs</li> </ul>

**INTRODUCTORY nsíylxcən 11**

<p><b>▼ COMMUNICATING</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• ask and respond to basic questions, make simple requests, and ask for assistance</li> <li>• exchange information related to activities, people, and things</li> <li>• communicate needs, desires, and emotions</li> <li>• share information, opinions, and preferences, giving reasons</li> <li>• describe events and experiences in logical progression</li> <li>• participate in nsíylxcən in a variety of situations drawn from real life</li> </ul>
<p><b>▼ ACQUIRING INFORMATION</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• convey acquired information in formats that show growing independence in oral and written language</li> </ul>
<p><b>▼ EXPERIENCING CREATIVE WORKS</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• view, participate in, listen to, and to some extent read creative works, with visual and contextual support, and respond to them in various ways</li> </ul>
<p><b>▼ UNDERSTANDING CULTURE AND SOCIETY</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• identify characteristics of nsíylxcən culture(s)</li> <li>• identify and examine nsíylxcən customs, and discuss similarities and differences when compared to other culture(s)</li> <li>• identify cultural content in nsíylxcən resources</li> </ul>





# APPENDIX B

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# APPENDIX B

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## *Learning Resources*

## WHAT IS APPENDIX B?

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

## ABOUT THE ANNOTATIONS

Each title listed in this appendix includes the following information:

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

### **1. General Description**

This section provides an overview of the resource.

### **2. Media Format**

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

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

### **3. Caution**

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

### **4. Curriculum Organizers**

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

### **5. Grade Level**

This section indicates the suitable age range for the resource.

### **6. Category**

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

### **7. Audience**

This section indicates the suitability of the resource for different types of students.

Possible student audiences include:

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

### **8. Supplier**

This section gives the name, address and contact numbers of the supplier. Whenever possible, an ISBN number has been provided.

## APPENDIX B: Learning Resources

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### SELECTING LEARNING RESOURCES FOR THE CLASSROOM

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

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

#### CRITERIA FOR SELECTION

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

- content
- instructional design
- technology considerations
- social consideration
- media
- funding
- existing materials

#### *Content*

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the

teacher wants to address. It is the responsibility of the teacher to determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

#### *Instructional Design*

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience. Teachers should also consider their own teaching styles and select resources that will complement them.

#### *Technology Considerations*

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

#### *Social Considerations*

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



***Media***

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal “unseen worlds” to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print resources or CD-ROMs can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

***Funding***

As part of the selection process, teachers should determine how much money is available to spend on learning resources. This requires an awareness of school and district policies and procedures for learning resource funding. Teachers will need to know how funding is allocated in their district and how much is available for their needs. Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning, to co-ordinate individual goals and local priorities.

***Existing Materials***

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

**A MODEL SELECTION PROCESS**

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

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

**FURTHER INFORMATION**

For further information on evaluation and selection processes, catalogues, annotation sets, or resource databases, please contact the Curriculum and Resources Branch of the Ministry of Education, Skills and Training.

## APPENDIX B: Learning Resources

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### Print Materials

#### 500 Nations

**Author(s):** *Josephy, Alvin M., ed.*

**General Description:** This book is a written and illustrated historical account of the cultures of 500 Native Nations.

**Audience:** *General*

**Category:** *Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
			✓				

**Supplier:** *Native Book List*  
# 9 – 6125 – 11<sup>th</sup> St. E.  
Calgary, AB T2H 2L6  
Tel: 1-800-360-8826  
Fax: 1-800-360-8823

**Order No:** *50-500-301*

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### Print Materials

#### Aboriginal Title In British Columbia

**Author(s):** *Cassidy, Frank, ed.*

**General Description:** The book presents legal case papers focusing on the British Columbia Supreme Court decision about the Gitksan and Wet'suwet'en Land Claims.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *Native Book List*  
# 9 – 6125 – 11<sup>th</sup> St. E.  
Calgary, AB T2H 2L6  
Tel: 1-800-360-8826  
Fax: 1-800-360-8823

**ISBN:** *0-88982-115-1*

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### Print Materials

#### Breath Tracks

**Author(s):** *Armstrong, Jeannette*

**General Description:** A 112 page collection of the poetry of Jeannette Armstrong written over the last decade.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

#### Grade Level:

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *Theytus Books Ltd.*  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302

**ISBN:** *0-919441-39-4*

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Print Materials

**Courageous Spirits: Aboriginal Heroes of Our Children**

**Author(s):** *Wagamese, Richard., ed.*

**General Description:** The stories that comprise this anthology are the stories of heroes as seen through the eyes of Aboriginal children. The heroes are those who play the roles of mother, father, aunt, uncle, grandmother, grandfather, chief, artist, and friend - accessible heroes whose magic is their proximity itself.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓		

**Supplier:** *Theytus Books Ltd.*  
*P.O. Box 20040*  
*Penticton, BC V2A 8K3*  
*Tel: 250-493-7181*  
*Fax: 250-493-5302*

**ISBN:** *0-919441-51-3 Teacher's Guide*  
*0-919441-50-5 Student's Handbook*

Print Materials

**Ecstasy of Rita Joe**

**Author(s):** *Ryga, George*

**General Description:** This drama is about a young Aboriginal girl who comes to the city and dies on skid row. The play has been successfully performed in Vancouver and Toronto.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
					✓	✓	✓

**Supplier:** *Native Book List*  
*#9 - 6125 - 11<sup>th</sup> St. E.*  
*Calgary, AB T2H 2L6*  
*Tel: 1-800-360-8826*  
*Fax: 1-800-360-8823*

**Order No:** *40-ECS-00X*

Print Materials

**En'owkin's Indian Language Book**  
**púka?kʷ. n?áwq̄n i? sc?k?wul's i? sc?a?ʔ'ac' ta nq̄ilxʷc̄ən**

**General Description:** This book provides a basic vocabulary list of English words that are translated into nsíylxc̄ən.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Communicating*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓				

**Supplier:** *En'owkin Centre*  
*Lot 45, Green Mountain Road,*  
*R.R. #2, Site 50, Comp. 8*  
*Penticton, BC V2A 6J7*  
*Tel: 250-493-7181*  
*Fax: 250-493-5302*

## APPENDIX B: Learning Resources

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### Print Materials

#### First Nations In BC: Comparing BC Coast and Interior Cultures

**General Description:** This well referenced 370-page resource is complete with lesson plans and a variety of activities that explore and compare/contrast Interior and Coastal Aboriginal peoples within BC. The resource explores topics such as clothing, public speaking, food and song.

**Caution:** Map on page 3 is inaccurate and incomplete.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
✓	✓	✓	✓				

**Supplier:** *First Nations Education Division  
(School District #61)  
923 Topaz Avenue, Box 700  
Victoria, BC V8T2R1  
Tel: 250-360-4350  
FAX: 250-360-4371*

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### Print Materials

#### Food Plants of British Columbia Indians Part II - Interior Peoples

**Author(s):** *Turner, Nancy J.*

**General Description:** This second volume of the series provides information on gathering and preparing foods by Interior First Nations' People. It includes information about how each plant was used as well as color photographs to aid in identification.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Royal Museum Shop  
PO Box 9815  
Provincial Government  
Victoria, BC V8W 9W2  
Tel: 250-356-0505  
Fax: 250-356-8197*

**ISBN:** *0068-1628*

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### Print Materials

#### Gatherings: An En'owkin Journal of First North American Peoples

**General Description:** This is an annual Aboriginal literary journal which presents poetry, fiction, drama, criticism, biography and art. It provides a good cross-section of Aboriginal literature.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

#### Grade Level:

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

Video

**Honouring the Wisdom**

**General Description:** This 30-minute video examines the contemporary issues in Aboriginal education. The topic is developed through a series of interviews with Okanagan and Shuswap Aboriginal people who range in age from 15 to adult.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
					✓	✓	✓

**Supplier:** *School District #23  
(Central Okanagan)  
1434 Graham Street  
Kelowna, BC V1Y 3A8  
Tel: 250-763-1158  
Fax: 250-862-8085*

Print Materials

**In Honour of Our Grandmothers**

**Author(s):** *Schneider, Reissa & Gottfriedson, Gary*

**General Description:** This is a compilation of art and poetry resulting from Aboriginal and Jewish artists coming together to discuss the parallels between the holocausts in Germany and against the First Nations.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓

**Supplier:** *Theytus Books Ltd.  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-919441-70-X*

Print Materials

**The Indian History of British Columbia Vol. I**

**Author(s):** *Duff, Wilson*

**General Description:** This is a reprint of a historical document discussing the effects on British Columbia's Aboriginal people of the arrival of white settlers.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
							✓

**Supplier:** *Native Book List  
#9 - 6125 - 11<sup>th</sup> St. E.  
Calgary, AB T2H 2L6  
Tel: 1-800-360-8826  
Fax: 1-800-360-8823*

**Order No:** *50-IND-173*

## APPENDIX B: Learning Resources

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### Video

#### Inherit the Earth

**General Description:** In 1995 the Ouje Bougoumou Cree of Northern Quebec were awarded the United Nations award as one of fifty exemplary communities in the world. This 26-minute video describes how the community achieved this highest award.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
					✓	✓	✓

**Supplier:** *B.C. Learning Connection Inc.*  
#4-8755 Ash Street  
Vancouver, BC V6P 6T3  
Tel: 1-800-884-2366  
Fax: 604-324-1844

**Order No:** *SS0209*

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### Print Materials

#### Just Talking About Ourselves – Vol. 1

**General Description:** This resource is an anthology of short stories and poems written by Aboriginal students from across British Columbia. The works reflect the concerns, thoughts and emotions of the students. Many of the stories are illustrated with student art. Some of the material deals with the topic of alcohol and drug abuse and the ensuing emotions.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

#### Grade Level:

5	6	7	8	9	10	11	12
			✓	✓	✓		

**Supplier:** *Theytus Books Ltd.*  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302

**ISBN:** *0-919441-62-9*

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### Video

#### Kou'skelowh

**General Description:** In a story format, this video presents a brief overview of the Okanagan Aboriginal people from pre-contact to the present.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
✓	✓						

**Supplier:** *School District #23*  
(Central Okanagan)  
1434 Graham Street  
Kelowna, BC V1Y 3A8  
Tel: 250-763-1158  
Fax: 250-862-8085

Print Materials

**My Name Is Seepeetza**

**Author(s):** *Sterling, Shirley*

**General Description:** This story is based on Seepeetza's experiences in an Indian residential school. It expresses the sharp contrast between her home on her family's ranch and the strict atmosphere of the residential school.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *Groundwood Book  
Douglas & McIntyre Ltd.  
1615 Venables Street  
Vancouver, BC V5L 2H1  
Tel: 1-800-667-6902  
Fax: 604-254-9099*

**ISBN:** *0-88899-165-7*

Print Materials

**Neekna and Chemai**

**Author(s):** *Armstrong, Jeannette*

**General Description:** Neekna and Chemai are two little girls growing up in the Okanagan Valley before the coming of the white man. Through these two friends, we learn about the seasonal life pattern of the Okanagan Aboriginal people.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓							

**Supplier:** *Theytus Books Ltd.  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-919441-15-7*

Print Materials

**Okanagan Colouring Book**  
**suknaqínx i? sʔ'a?ác' i? q'əyíkst**

**General Description:** This resource contains short stories written in nšylxcəñ with translations in English. Pages are provided so students can color significant objects or scenes described in the stories.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Communicating*

**Grade Level:**

5	6	7	8	9	10	11	12
✓							

**Supplier:** *Theytus Books Ltd.  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302*

## APPENDIX B: Learning Resources

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### Multimedia

#### Okanagan Indian Language Pronunciation Drills suknaqínx 1a? ks?a?úm i? ta nqílxcən

**General Description:** This set of 3 audio cassettes with a 45-page booklet provides listings of common Okanagan Language sounds and words.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Communicating*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓					

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Print Materials

#### Okanagan Sources

**Author(s):** *Webber, Jean & the En'owkin Centre*

**General Description:** This anthology provides in-depth historical accounts of the Okanagan Valley. Included are writings of social scientists, educational researchers and Okanagan Aboriginal authors, as well as essays written by Okanagan Aboriginal children.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
					✓	✓	✓

**Supplier:** *Theytus Books Ltd.  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-919441-33-5*

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### Print Materials

#### One Good Story, That One

**Author(s):** *King, Thomas*

**General Description:** This is a group of stories that present Aboriginal history and contemporary life with wit and comic imagination.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
							✓

**Supplier:** *(Harper Collins Publishers Ltd.)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-00-224000-9*



Print Materials

**Our Bit of Truth – an Anthology of Canadian Native Literature**

**Author(s):** *Grant, Agnes, ed.*

**General Description:** This 350-page anthology of various Aboriginal peoples from across Canada has sections dedicated to traditional and contemporary poetry, myths and legends, memoirs, short stories, and excerpts from both novels and biographies. It should be noted that this resource does not use current names for some Aboriginal peoples (e.g., Nootka, Kwakiutl).

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
		✓	✓	✓	✓		

**Supplier:** *Pemmican Publications Inc.  
Unit 2, 1635 Burrows Avenue  
Winnipeg, MB R2X 0T1  
Tel: 204-589-6346  
Fax: 204-589-2063*

**ISBN:** *0-921827-10-5*

Print Materials

**Resistance and Renewal – Surviving the Indian Residential School**

**Author(s):** *Haig-Brown, Celia*

**General Description:** This book is a collection of Aboriginal perspectives on the Kamloops Indian Residential School in British Columbia. It provides a general study of the experiences of residential schools in Canada.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *Secwepemc Cultural Education Society  
345 Yellowhead Highway  
Kamloops, BC V2H 1H1  
Tel: 250-828-9801  
Fax: 250-872-1127*

**ISBN:** *0-88978-189-3*

Print Materials

**The Sayings of Our First People**

**Author(s):** *Keitla, Wilma, ed.*

**General Description:** This 255-page book is a compilation of quotes and transcripts from Nuu-chah-nulth Elders interwoven with narrative from the editor. Much of the material reveals the multidimensional meaning of individual worlds. Discussion centres on the topic of what it means to be human.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
			✓				

**Supplier:** *Theytus Books Ltd.  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-919441-59-9*

## APPENDIX B: Learning Resources

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### Print Materials

**Slash**

**Author(s):** *Armstrong, Jeannette*

**General Description:** This novel by Jeannette Armstrong, one of the most prominent Aboriginal authors in Canada, traces the struggles, the pain and the alienation of the modern Aboriginal peoples.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
							✓

**Supplier:** *Theytus Books Ltd.*  
*P.O. Box 20040*  
*Penticton, BC V2A 8K3*  
*Tel: 250-493-7181*  
*Fax: 250-493-5302*

**ISBN:** *0-919441-29-7*

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### Print Materials

**Through Indian Eyes**

**General Description:** This 310-page teacher resource is useful in helping beginning teachers or those with little experience in assessing literature, film and other media forms that deal with Aboriginal images. Practical examples and well-referenced guidelines abound.

**Audience:** *General*

**Category:** *Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *New Society Publishers*  
*P.O. Box 189*  
*Gabriola Island, BC V0R 1X0*  
*Tel: 250-247-9737*  
*Fax: 250-247-7471*

**ISBN:** *1-55092-164-9*

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### Games, Manipulatives

**Topona: The Original People of North America**

**General Description:** This board game has up to 500 questions and answers about Aboriginal peoples from both Canada and the U.S. The game can be played with the original content or adapted to local communities. It is intended to help students understand and gain better knowledge of Aboriginal peoples of North America.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓					

**Supplier:** *Topona Distributors*  
*P.O. Box 420*  
*Evansburg, AB T0E 0T0*  
*Tel: 403-727-4360*  
*Fax: 403-727-4360*

Print Materials

**We Are All Related**

**General Description:** This 56-page softcover collection of children's art work and dialogue describes their family relationships. The 28 case studies represent many cultures of origin. Each study features student comment, Elder advice and family collage. The language of origin is featured below each collage.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓							

**Supplier:** *Polestar Book Publishers  
P.O. Box 5238, Station B  
Victoria, BC V8R 6N4  
Tel: 250-361-9718  
Fax: 250-361-9738*

**ISBN:** *0-9680479-0-4*

Print Materials

**We Get Our Living Like Milk From the Land**

**Author(s):** *Armstrong, Jeannette; Derickson, Delphine; Maracle, Lee & Young-Ing, Greg, ed.*

**General Description:** This 26-page resource is a historical overview of the Okanagan Nation starting from the creation story through to the first contact and colonization period up to the present. Much of the material and photographs in the book are archival in nature.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
	✓	✓	✓	✓	✓		

**Supplier:** *Theytus Books Ltd.  
P.O. Box 20040  
Penticton, BC V2A 8K3  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-919441-36-X*

Video

**Whose Land Is This?**

**General Description:** This 48-minute video provides a historical and contemporary examination of the Land Question within British Columbia. Both Aboriginal and non-Aboriginal viewpoints are explored. Featured interviews include: Ed John, Sera Manuel, Wilf Adam and Paul Tennant. The resource also examines the position of urban Aboriginal youth.

**Caution:** This video may require mediation by the teacher as it contains information that may be politically sensitive.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *The Coyote Collection  
Upper 65 Mahon Avenue  
North Vancouver, BC V7M 2R3  
Tel: 604-990-9337  
Fax: 604-990-9337*

## **APPENDIX B: Additional Learning Resources**

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The resources listed in this section may be difficult to purchase because they are out-of-print, locally developed and/or not taken to published stage. Many of these resources are in the En'owkin Centre in Penticton, B.C. or are being used by the teachers of nsíylxcən in SD#53, Okanagan Similkameen. The address of the En'owkin Centre is:

En'owkin Centre  
Lot 45, Green Mountain Road  
R.R. #2, Site 50, Comp. 8  
Penticton, B.C.  
Tel: 250-493-7181  
Fax: 250-493-5302  
Email: enowkin@vip.net

## APPENDIX B: Additional Learning Resources

### Print Materials

#### All My Relations

**Author(s):** Verrall, Catherine, compiler

**General Description:** The book is a collection of stories, poetry, games and art activities that depict the First Nations' ways of life.

**Audience:** General

**Category:** Teacher Resource

**Curriculum Organizer:** *Experiencing Creative Works*

#### Grade Level:

5	6	7	8	9	10	11	12
✓	✓	✓	✓				

**Supplier:** (Canadian Alliance in Solidarity with Native Peoples)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
RR#2, Site 50, Comp. 8  
Penticton BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302

**ISBN:** 0-921425-02-3

### Print Materials

#### Bobbi Lee – Indian Rebel

**Author(s):** Maracle, Lee

**General Description:** This is an autobiography of an Aboriginal woman's life from the mud flats of Second Narrows Bridge in Vancouver to Toronto in the sixties and seventies. This account gives a sense of the struggles that oppressed people often experience.

**Audience:** General

**Category:** Student Resource

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
							✓

**Supplier:** (Women's Press)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
RR#2, Site 50, Comp. 8  
Penticton BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302

**ISBN:** 0-88961-148-3

### Print Materials

#### The Business of Fancy Dancing

**Author(s):** Alexie, Sherman

**General Description:** This resource is a collection of stories and poems that cover topics ranging from the All-Indian Six-Foot-and-Under Basketball Tournament to pow wows.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer:** *Experiencing Creative Works*

#### Grade Level:

5	6	7	8	9	10	11	12
							✓

**Supplier:** (Hanging Loose Press)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
RR#2, Site 50, Comp. 8  
Penticton BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302

**ISBN:** 0-914610-24-4

## APPENDIX B: Additional Learning Resources

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### Audio Cassettes

#### Cathedral Lakes Singers

**General Description:** These audio cassettes include traditional drumming and singing.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Work*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Canyon Records Productions  
4143 North 16<sup>th</sup> Street, Suite 6,  
Phoenix Arizona, 85016*

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### Video

#### A Common Destiny: Walking In Both Worlds

**Author(s):** *Nalls, Gayil*

**General Description:** In this 60-minute video, Jewell Praying Wolf James, known as Se-sealth, brings to the present the message of his ancestor, Chief Seattle.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
							✓

**Supplier:** *(Mystic Fire Video)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
RR#2, Site 50, Comp. 8  
Penticton BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Print Materials

#### Coyote and the Colville

**General Description:** This book is an introduction to the history of the land and peoples of the Colville Indian Reservation. It provides some general facts about the Aboriginal people before the white man came.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓			

**Supplier:** *(St. Mary's Mission, Omak, Washington)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
RR#2, Site 50, Comp. 8  
Penticton BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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## APPENDIX B: Additional Learning Resources

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### Print Materials

#### The Days of Augusta

**Author(s):** *Speare, Jean E., ed.*

**General Description:** The book is a compilation of the works of Mary Augusta Tappage, the granddaughter of a Shushwap chief. She describes daily routines and shares memories of her life in the early 1900's. A video is also available.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
					✓		

**Supplier:** *(J. J. Douglas Ltd.)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
RR#2, Site 50, Comp. 8  
Penticton BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-88894-041-6*

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### Print Materials

#### The Ethnobotany of the Okanagan Indians of British Columbia and Washington State

**Author(s):** *Turner, Nancy, Bouchard, Randy, & Kennedy, Dorothy I.D.*

**General Description:** This is a comprehensive description of plants used for food and medicine by the Okanagan Aboriginal people.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓

**Supplier:** *(British Columbia Indian Language Project)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
RR#2, Site 50, Comp. 8  
Penticton BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Video

#### First Contact

**General Description:** This 29-minute video describes the arrival of the first fur traders (circa 1860) and the effects their presence had on the people and culture of the Okanagan Aboriginal people.

**Audience:** *General*

**Category:** *Student Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
					✓	✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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## APPENDIX B: Additional Learning Resources

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### Audio Cassettes

#### Fraser Valley/Spotted Lake Inter-tribal Singers Pow Wow Tapes

**General Description:** These audio cassettes include traditional drumming and singing used in conjunction with various ceremonies of the Okanagan Aboriginal people.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *(Canyon Records)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Print Materials

#### The Guide To Similkameen Treasure

**Author(s):** *Barlee, N.L.*

**General Description:** This publication gives historical and geographic information about many areas of the Similkameen.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *Hancock House Publishers  
19313 Zero Ave.  
Surrey, BC V3S 5J9*

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### Print Materials

#### Indian Food

**General Description:** This is a cookbook of Aboriginal foods from British Columbia. It includes a description of traditional preservation and preparation of many foods.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *(Medical Services Branch  
Pacific Region  
Health and Welfare Canada)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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## APPENDIX B: Additional Learning Resources

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### Print Materials

**Curriculum Organizer:** *Understanding Culture and Society*

#### Interior B.C. Native Food Guide

**General Description:** This guide shows how B.C. Native foods fit into the four basic food groups. The guide includes traditional and non-Native foods and a comprehensive list of Native foods.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

#### Grade Level:

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *Medical Services Branch  
Pacific Region  
Health and Welfare Canada  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Multimedia

#### Interior Salish Kit & Teacher's Guide

**Author(s):** *Gee, Maureen, ed.*

**General Description:** This kit, designed for students who are unable to visit Victoria, contains selected objects from the collections of the B.C. Provincial Museum. The teacher's guide contains lesson plans.

**Audience:** *General*

**Category:** *Teacher Resource*

**Curriculum Organizer:** *Acquiring Information*

#### Grade Level:

5	6	7	8	9	10	11	12
✓	✓	✓					

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Video

#### Journey To Strength

**General Description:** This 58-minute video is an overview of the political, economic, social and cultural aspects of various B.C. Nations which are being strengthened through the use of language and cultural education programs. It was produced in 1986 through the Chief Dan George Memorial Foundation Society.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

#### Grade Level:

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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## APPENDIX B: Additional Learning Resources

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Print Materials
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### Lak-La Hai-Ee/Interior Salish Food Preparation Vol. I

**General Description:** This paperback book describes the gathering and preparation of twelve plants that the Interior Aboriginal people used for food or medicine.

**Audience:** General

**Category:** Student Resource

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓					

**Supplier:** *(Published by Lamont-Surtees, Kelowna, BC)*  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302

Print Materials
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### Let's Study Shuswap

**General Description:** This book is an introduction to basic Shuswap grammar and vocabulary. It is part of a Shuswap Social Studies Program for Elementary Schools.

**Audience:** General

**Category:** Student Resource

**Curriculum Organizer:** *Communicating*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓					

**Supplier:** *Secwepemc Cultural Education Society*  
345 Yellowhead Highway  
Kamloops, BC V2H 1H1  
Tel: 250-828-9801  
Fax: 250-872-1127

Print Materials
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### The NESAs Activities Handbook for Native and Multicultural Classrooms

**General Description:** This book is a compendium of classroom activities that include simulation games and group process activities that should help to better understanding of Aboriginal cultures.

**Audience:** General

**Category:** Teacher Resource

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓			

**Supplier:** *(Tillacum Library)*  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302

**ISBN:** 0-88978-186-9

## APPENDIX B: Additional Learning Resources

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### Print Materials

#### Okanagan Indian Legend of Turtle

**Curriculum Organizer:** *Experiencing Creative Works*

**General Description:** This teacher/student resource guide provides the legend about turtle in English and nsíylxcən.

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓						

**Audience:** *General*

**Supplier:** *En'owkin Centre*  
*Lot 45, Green Mountain Road,*  
*R.R. #2, Site 50, Comp. 8*  
*Penticton, BC V2A 6J7*  
*Tel: 250-493-7181*  
*Fax: 250-493-5302*

**Category:** *Student, Teacher Resource*

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### Video

#### Okanagan Land Claims: an Okanagan Perspective

**Curriculum Organizer:** *Understanding Culture and Society*

**General Description:** This 31-minute video deals with the history of land claims in the Okanagan Valley.

**Grade Level:**

5	6	7	8	9	10	11	12
						✓	✓

**Audience:** *General*

**Supplier:** *En'owkin Centre*  
*Lot 45, Green Mountain Road,*  
*R.R. #2, Site 50, Comp. 8*  
*Penticton, BC V2A 6J7*  
*Tel: 250-493-7181*  
*Fax: 250-493-5302*

**Category:** *Student, Teacher Resource*

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### Video

#### Okanagan Our Language

**Curriculum Organizer:** *Communicating*

**General Description:** This locally developed video presents an oral representation of the sounds and phonemes of nsíylxcən using the International Phonetic Alphabet and can be used in conjunction with the book entitled: Okanagan Pronunciation Drills, En'owkin Centre.

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓				

**Audience:** *General*

**Supplier:** *En'owkin Centre*  
*Lot 45, Green Mountain Road,*  
*R.R. #2, Site 50, Comp. 8*  
*Penticton, BC V2A 6J7*  
*Tel: 250-493-7181*  
*Fax: 250-493-5302*

**Category:** *Student, Teacher Resource*

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## APPENDIX B: Additional Learning Resources

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### Audio Cassettes

#### Okanagan Songs Tape I & II

**General Description:** These audio cassettes, recorded by J. A. Teit in the 1930's, present Okanagan Aboriginal peoples' traditional songs.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Print Materials

#### Okanagan Writings: Elders' Stories

axá? i? k<sup>w</sup>u suknaqínx i? sqq'aq'áytət ta nqíl<sup>w</sup>cən

**General Description:** This is a collection of stories, legends and various writings by Okanagan Elders and fluent speakers. The selections have been transcribed, using the nsíylxcən alphabet.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Acquiring Information,  
Experiencing Creative Works*

**Grade Level:**

5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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### Print Materials

#### The Salish People Volumes I-IV

**General Description:** This 4-volume resource presents stories and factual accounts about customs of the Coast and Interior Salish.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓	✓	✓	✓	✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-88922-149-9*

## APPENDIX B: Additional Learning Resources

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Print Materials
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**Similkameen Recipes**

**Author:** *Terbasket, Theresa Ann*

**General Description:** This locally developed booklet, written in English, provides recipes and describes food preparation procedures practiced by Okanagan Aboriginal people.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
		✓	✓	✓	✓	✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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Print Materials
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**Sm'miatn (Dictionary)**

**Author(s):** *Peterson, Sarah*

**General Description:** This resource is an alphabetically arranged booklet of words written in ns̓iy̓lxc̓ən and supported by illustrations.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Communicating*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓					

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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Print Materials
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**Struggle For the Land**

**Author(s):** *Churchill, Ward*

**General Description:** This book is a collection of essays that describe the Aboriginal resistance to genocide, ecocide and expropriation of land in North America.

**Audience:** *General*

**Category:** *Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** *(Common Courage Press)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

**ISBN:** *0-56751-000-0*

## APPENDIX B: Additional Learning Resources

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Print Materials
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### This Land Is Not For Sale

**Author(s):** McCullum, Hugh & McCullum, Karmel

**General Description:** This book provides information about Indian, Inuit and Metis land claims and Northern development. It discusses the effects of interaction between the Aboriginals and white people.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
						✓	✓

**Supplier:** (Anglican Book Centre)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302

**ISBN:** 0-919030-10-6

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Video
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### A Tradition Lives: Part I-Pow Wow Dance Outfits

**General Description:** This 30-minute video gives a brief look at the different styles of dances, the outfits and how they are made. It also includes interviews with dancers preparing for competition dancing and with those who made the outfits.

**Audience:** General

**Category:** Student, Teacher Resource

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓

**Supplier:** Na'Kulam Productions  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302

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Print Materials
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### We are the Shuswap: Teacher's Guide

**Author:** Mulligan, Vicki

**General Description:** This teacher's guide provides Shuswap vocabulary and teaching suggestions for presenting the vocabulary.

**Audience:** General

**Category:** Teacher Resource

**Curriculum Organizer:** *Communicating*

**Grade Level:**

5	6	7	8	9	10	11	12
✓	✓	✓					

**Supplier:** Secwepemc Cultural Education Society  
345 Yellowhead Highway  
Kamloops, BC V2H 1H1  
Tel: 250-828-9801  
Fax: 250-372-1127

**ISBN:** 0-921235-19-4

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## APPENDIX B: Additional Learning Resources

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Video
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### Who We Are: A Celebration of Native Youth

**General Description:** This 34-minute video presents profiles of young, Aboriginal people, their Elders, and other inspiring Aboriginal role models across Canada. It provides positive messages to Aboriginal youth.

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
				✓	✓	✓	✓

**Supplier:** *(Nin-Da-Waab-Jig  
Walpole Island, Heritage Centre)  
En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*

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Video
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### Xatma Skelowh – First People

**General Description:** This 15-minute video portrays a typical day at a fall hunting camp, circa 1800 (pre-European contact).

**Audience:** *General*

**Category:** *Student, Teacher Resource*

**Curriculum Organizer:** *Understanding Culture and Society*

**Grade Level:**

5	6	7	8	9	10	11	12
			✓	✓	✓	✓	✓

**Supplier:** *En'owkin Centre  
Lot 45, Green Mountain Road,  
R.R. #2, Site 50, Comp. 8  
Penticton, BC V2A 6J7  
Tel: 250-493-7181  
Fax: 250-493-5302*



# APPENDIX C

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## *Cross-Curricular Interests*



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

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

The areas of cross-curricular interest are:

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

#### **APPLIED FOCUS IN CURRICULUM**

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

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

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

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

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

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

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

***English Language Arts***—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing,

## APPENDIX C: Cross Curricular Interests

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word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

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

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

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

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

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

### CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and

community experiences to facilitate career and lifestyle choices. Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities
- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

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

### *In the Primary Years*

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

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

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

***In Grades 4 to 8***

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

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

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

***In Grades 9 and 10***

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

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning

- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

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

***In Grades 11 and 12***

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

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

***Work Experience***

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

## APPENDIX C: Cross Curricular Interests

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

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP*, April 1995.

### ENGLISH AS A SECOND LANGUAGE (ESL)

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

#### *Students in ESL*

Nearly 10% of the British Columbia school population is designated as ESL students.

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

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

#### *Optimum Learning Environment*

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

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension

- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

### ENVIRONMENT AND SUSTAINABILITY

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

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

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

#### ***Value of Integrating Environment and Sustainability Themes***

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

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

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.
- The study of the environment enables students to develop an environmental ethic.

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

### ABORIGINAL STUDIES

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

### *Value of Integrating Aboriginal Studies*

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.
- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

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

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

Some examples of curriculum integration include:

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

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

**Home Economics**—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

**Technology Education**—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

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

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

### **GENDER EQUITY**

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

#### ***Principles of Gender Equity in Education***

- All students have the right to a learning environment that is gender equitable.

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

### ***General Strategies for Gender-Equitable Teaching***

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and

collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).

- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.
- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

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

## APPENDIX C: Cross Curricular Interests

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### INFORMATION TECHNOLOGY

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

#### *Value of Integrating Information Technology*

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

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

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

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance

- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems
- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

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

### MEDIA EDUCATION

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



***Value of Integrating Media Education***

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

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

The key themes of media education are:

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

Examples of curriculum integration include:

***English Language Arts***—critiquing advertising and examining viewpoints

***Visual Arts***—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

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

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

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

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

**MULTICULTURALISM AND ANTI-RACISM EDUCATION*****Multiculturalism Education***

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

Multiculturalism education involves:

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

### ***Anti-Racism Education***

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

Anti-racism education involves:

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

### ***Value of Integrating Multiculturalism and Anti-Racism Education***

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

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

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

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

Examples of curriculum integration include:

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

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

***Mathematics or Science***—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

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

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

**SCIENCE-TECHNOLOGY-SOCIETY**

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

The study of STS includes:

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

***Value of Integrating STS***

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

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

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

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

The organizing principles of STS are:

- Human and Natural Systems
- Inventions and Discoveries
- Tools and Processes
- Society and Change

Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

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

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

***Physical Education***—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

### SPECIAL NEEDS

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

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

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

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

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

- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

### *Adapted Programs*

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

### *Modified Programs*

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

***Ministry Resources for Teachers  
of Students with Special Needs***

The following publications are currently available from the Learning Resources Branch:

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

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

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

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

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

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

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

*Teaching for Student Differences—A Resource Guide to Support Classroom Teachers* (Ministry of Education, 1996)  
*Resource Handbook for Adapted Curriculum Software* (Ministry of Education, 1995)

*Awareness of Chronic Health Conditions: What the Teacher Needs to Know* (Ministry of Education, 1995)

This summary is derived from the *Handbook for Curriculum Developers*, February 1994, and *Special Education Services—A Manual of Policies, Procedures and Guidelines*, June 1995.



# APPENDIX D

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## *Assessment and Evaluation*

Learning outcomes, expressed in observable terms, provide the basis for the development of learning activities and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in the nsíylxcøn language program. The final section, “Generic Tools,” provides assessment and evaluation aids useful for a broad range of activities.

### ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward.

Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit most when evaluation is provided on a regular, 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.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student’s performance based on specific learning activities. When a student’s program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

### CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student’s performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the target language.

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

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

<b>Criterion-referenced evaluation may be based on these steps:</b>	
<b>Step 1</b>	▲ Identify the expected learning outcomes (as stated in this Integrated Resource Package).
<b>Step 2</b>	▲ Identify the key objectives for instruction and learning.
<b>Step 3</b>	▲ Establish and set criteria. Involve students, when appropriate, in establishing criteria.
<b>Step 4</b>	▲ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
<b>Step 5</b>	▲ Prior to the learning activity, inform students of the criteria against which work will be evaluated.
<b>Step 6</b>	▲ Provide examples of the desired levels of performance.
<b>Step 7</b>	▲ Implement the learning activities.
<b>Step 8</b>	▲ Use various assessment methods based on the particular assignment and student.
<b>Step 9</b>	▲ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
<b>Step 10</b>	▲ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
<b>Step 11</b>	▲ Report the results of the evaluations to students and parents.

### **PORTFOLIOS**

A portfolio is a purposeful collection of a student's work that shows the student's effort, progress, and achievement over time. Portfolios can be designed for a variety of purposes. They can motivate students, encourage parental participation, and provide direct evidence of student progress. Before using a portfolio approach to evaluation, the teacher should consider the following questions:

- What are the applied tasks for which the portfolio will serve as a record?
- What should be included in a portfolio?
- In what ways should students be involved in the process?

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



# APPENDIX D

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## *Samples*

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The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

#### **HOW THE SAMPLES ARE ORGANIZED**

There are five parts to each sample:

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

#### ***Learning Outcomes***

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

#### ***Overview***

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

#### ***Planning for Assessment and Evaluation***

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning

- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

#### ***Defining the Criteria***

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

#### ***Assessing and Evaluating Student Performance***

This part includes:

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

**EVALUATION SAMPLES**

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

- Sample 1: Grade 5  
*Tracing Family Origins*  
(Page D - 5)
- Sample 2: Grade 6  
*Game Activities*  
(Page D - 10)
- Sample 3: Grade 7  
*Personal Clothing Album*  
(Page D - 14)
- Sample 4: Grade 8  
*Corresponding with Peers in  
nsíylxcən Communities*  
(Page D - 19)
- Sample 5: Grade 9  
*My Hobbies, Pastimes, and  
Favourite Activities*  
(Page D - 23)
- Sample 6: Grade 10  
*Friendship*  
(Page D - 30)
- Sample 7: Grade 11  
*Magazine Advertising*  
(Page D - 34)
- Sample 8: Grade 12  
*Crime and Violence*  
(Page D - 38)

▼ **SAMPLE 1: GRADE 5**

**Topic:** *Tracing Family Origins*

**Learning Outcomes:**

**Communicating**

It is expected that students will:

- communicate information orally with brief and simple messages

**Understanding Culture and Society**

It is expected that students will:

- identify elements of their own and their classmates' cultural backgrounds

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

**OVERVIEW**

The teacher developed a 10- to 12-lesson unit in which students explored their family origins. The unit provided opportunities for integration with fine arts (illustration and poster design) and social studies (multiculturalism). Evaluation was based on:

- posters describing the places of origin of students' family members (Passport Posters)
- oral presentations of the Passport Posters
- learning log responses

**PLANNING FOR ASSESSMENT AND EVALUATION**

The teacher presented several activities during this unit. The goals for the day were discussed at the beginning of each class.

Students assessed their achievements using daily logs (see the "Generic Tools" section of this appendix). The teacher focused observations on the lesson goals and frequently reviewed students' logs.

- Students identified and listed the countries of origin and aboriginal regions of their families. The teacher recorded the information and the corresponding languages (in nsíylxcən) on charts and added them to the class word bank. This created a reference for students. Students then practised giving their names and their families' origins. (e.g., *My name is* \_\_\_\_\_ . *My family comes from* \_\_\_\_\_ .)
- The class examined and discussed a variety of actual passports. They listed the kinds of information included and talked about the function of passports.
- The teacher presented an Information Sheet that consisted of this pre-framed outline:

*My name is* \_\_\_\_\_ .  
*I am* \_\_\_\_\_ *years old.*  
*My country (aboriginal region) is* \_\_\_\_\_ .  
*I was born in* \_\_\_\_\_ (specific place).  
*I speak* \_\_\_\_\_ .  
*Symbols of the country (aboriginal region):* \_\_\_\_\_ .

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

They took turns introducing their partners to the class, using this structure:

*This is my partner* \_\_\_\_\_.

*He/she speaks* \_\_\_\_\_.

- Students wrote their places of origin on a blank map. They played games to practise and reinforce vocabulary.
- The class created a word bank of languages with headings in nsíylxcən.
- They collected information from people they knew, as well as dictionaries and library resources, including CD-ROMs.
- Students each interviewed three family members to find out more about their families' places of origin. Before starting, the teacher explained that the interviews would be the basis for their Passport Posters and encouraged students to involve extended family in order to collect a wide range of information. Students used the following pre-framed outline:

*This is my* \_\_\_\_\_ .

*He/she speaks* \_\_\_\_\_ .

*He/she is* \_\_\_\_\_ years old.

*The country (aboriginal region) he/she comes from is* \_\_\_\_\_ .

*Symbols of the country (aboriginal region):* \_\_\_\_\_ .

- Students used the class word bank to represent the information from their interviews in nsíylxcən. They practised presenting this information and elicited peer feedback from partners and small groups.
- Students brainstormed five nsíylxcən phrases or words they would like to learn in other languages (e.g., *good morning, thank you*). They collaborated to find the words in as many languages as possible and used the words to create

word splashes (posters showing the same expression in a variety of languages) for a classroom display.

- Using the results of their family interviews, each student designed three Passport Posters (one for each family member). Each poster included:
  - a written description of relationship, name, age, country of origin, and language spoken
  - a photograph or drawing of the family member
  - illustrations of some of the symbols of the countries of origin
- Students were also encouraged to design passport stamps. (Students discussed some of the design features and techniques as part of their fine arts activities.)
- In nsíylxcən, students presented their posters to the class. After each presentation, the teacher asked questions to encourage the class to listen for key information. (e.g., *What language does \_\_\_\_\_'s family speak?*)
- Students used the following learning log headings to reflect on what they had learned:
  - Things I Learned About Members of My Family
  - Things I Learned About My Classmates
  - Things I Noticed About Different Languages
  - Something That Surprised Me
  - Things I'd Like to Know More About

Language	Country	"Good Morning"
Swahili	Kenya	"Jambo"

**DEFINING THE CRITERIA**

The teacher reviewed the learning outcomes for these activities, explained the requirements of each task, and discussed key criteria. The teacher ensured that students knew that their learning log responses would be evaluated for evidence of their awareness of and knowledge about cultural backgrounds.

***Passport Poster***

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

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

***Oral Presentation***

- correctly uses the structures and frames provided
- pronunciation is approximate (most words can be understood with some effort)

- pauses tend to be at the end of a sentence or phrase
- uses mime, gesture, and props to help convey meaning
- attempts to self-correct
- listens attentively to other students

***Learning Log***

- Entries show an awareness of and interest in student’s own cultural background and those of classmates

**ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used rating scales to determine the extent to which students were able to demonstrate learning outcomes identified at the beginning of the unit. Different rating scales were used for students’ posters, oral presentations, and final learning log entries. The class discussed the rating scales before students began their assignments, and all students were given copies of the scales. The same rating scales were adapted for other performance tasks throughout the year. For example, the rating scale for the oral presentation was used frequently for other oral assignments.

## APPENDIX D: Assessment and Evaluation • *Samples*

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### Passport Poster

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

Rating	Criteria
<b>Outstanding</b>	Extends the requirements of the assignment to demonstrate additional learning. Complete information about all three family members is provided in nsíylxcən. The information goes beyond the specific frames and information outlined by the teacher. Symbols are appropriate to the cultures identified.
<b>Good</b>	Complete and accurate; uses the structures and vocabulary provided to present the required information about all three family members. Symbols are appropriate to the cultures identified.
<b>Satisfactory</b>	Includes most of the required information about each family member. May omit some information or make errors (e.g., an inappropriate translation or Anglicism). Symbols may be somewhat general or difficult to understand.
<b>Requirements Not Met</b>	May be incomplete, inappropriate, or incomprehensible.

### Learning Log

*Note:* Students knew in advance that their learning logs would be evaluated for evidence of awareness and knowledge about cultural backgrounds. The teacher wrote a brief comment to each student and included a summary judgment.

Rating	Criteria
<b>Detailed</b>	Response is detailed and shows evidence of some reflection. Moving toward thorough understanding.
<b>Aware</b>	Shows awareness and interest. Tends to focus on obvious aspects and may not include much detail.
<b>Partial</b>	Responses are relevant but tend to be brief and often vague. Typically not elaborated; little detail.

**Oral Presentation**

*Note:* Communication of meaning is the most important consideration.

Rating	Criteria
<b>Outstanding</b>	Presents the information on the poster, typically reciting carefully rehearsed expressions and structures. Clearly makes an attempt to speak nsíylxcən, and the result is comprehensible without much effort on the part of the listener. Pauses tend to be at the end of phrases or sentences. Shows awareness of his or her speech and attempts to self-correct (often by restarting a sentence or phrase).
<b>Good</b>	Reads or recites the information on the poster, possibly including an introductory or concluding phrase. (e.g., <i>This is my family.</i> ) Most parts are easily understood, given the context. Pauses frequently and may restart in the case of a blatant pronunciation error. May ask for confirmation after a particularly challenging word or phrase.
<b>Satisfactory</b>	Reads or recites the information on the poster and attempts to provide accurate nsíylxcən pronunciation of patterns that have been practised in class. The result tends to mix nsíylxcən and English pronunciations (sometimes within a single word) but is comprehensible with some effort on the part of the listener (the teacher may understand easily; students may have a great deal of difficulty). Pauses frequently and tends to focus on individual words.
<b>Requirements Not Met</b>	May be incomplete, inappropriate, or incomprehensible.



▼ **SAMPLE 2: GRADE 6**

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**Topic:** *Game Activities*

*Note:* This sample unit is based on the NESAs Activities Handbook for Native and Multicultural Classrooms.

**Learning Outcomes:**

***Communicating***

It is expected that students will:

- share preferences and interests

***Acquiring Information***

It is expected that students will:

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

***Experiencing Creative Works***

It is expected that students will:

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

***Understanding Culture and Society***

It is expected that students will:

- use language associated with nsíylxcən traditions and customs, sports and games, and arts and designs

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

**OVERVIEW**

The teacher developed a series of activities based on the suggestions contained in the NESAs Activities Handbook. The activities took place over four 40-minute periods.

Evaluation was based on:

- story illustrations with captions
- oral presentations of sports posters
- journal responses (in English) to the story

**PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher asked students to name simple physical activities or sports they enjoy, and recorded their responses in nsíylxcən on a classroom chart.

Important vocabulary resulting from this activity was also added to a word bank.

The teacher divided the class into groups of three or four students. Each group chose an activity or sport and researched three to five words (mostly cognates) related to the sport. Resources included classroom dictionaries as well as the teacher. The sports-related words were added to the class word bank.

- In English, the teacher prompted a discussion of each activity or sport by posing questions that encouraged students to talk about their prior knowledge and connect the lesson activities to their personal experiences.

For example:

- What sports do you enjoy? Do you have sports teams that you usually cheer for?
- How many of you own a piece of clothing with a sports logo? What sports are represented? What teams?
- In nsíylxcən, the teacher listed some of the most popular teams and logos

- on a chart, then invited students to talk about why some sports and teams are more popular than others. Questions included:
- Why are these teams so popular? How do people choose the teams they cheer for?
  - Are some teams or sports more popular with girls than with boys? With older people? With younger people? Do you and older members of your family cheer for the same teams?
  - What makes some sports more popular in some cities, provinces, or countries than in others?
- The teacher explained that they were going to participate in a number of game-like activities during the next two or three lessons. Students predicted some of the nsíylxcən words and phrases that they might hear and use while they play each game, and the teacher listed these on the chalkboard. Students also speculated about other words that might be helpful, and the teacher made a short list of unfamiliar nsíylxcən words that students might listen for. The teacher explained that they should focus on a few key questions and provided each student with the following list:
    - What are the roles of each player during each game or activity?
    - What skills does each game activity require?
    - What is the goal of each game activity?
    - What feelings or emotions do you experience when you participate in each game or activity?
    - How do you determine a winner in each game or activity?
  - The teacher explained and demonstrated the game activity for the students.
    - During the next class, students participated in several more game activities. Each time, the teacher asked students to focus on the guiding questions that were distributed earlier
    - Students then worked in pairs to each choose and illustrate (along with captions) one of the activities that they participated in during the previous lessons. Students presented their illustrations and read the captions to the class.
    - Students wrote reflections in their journals (in English), briefly explaining their opinions or responses to the game activities and telling what they learned.
    - For the next class, students collected information about their favourite sports or game activities. The teacher then asked each student to create a poster that illustrated and labeled three or four important aspects of one sport or game activity. Before they began, the whole class worked with the teacher to outline task requirements and criteria .
    - Students displayed their posters and used key words from the class word bank in sentences or phrases about their chosen sports. (e.g., *I like to ski. The mountain is called Big White.*) Evaluation focused on their oral presentations.

#### DEFINING THE CRITERIA

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

#### *Illustration and Caption*

- illustration reflects the meaning of the caption

**APPENDIX D: Assessment and Evaluation • Samples**

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

- includes reasons and examples to support her or his response to the film
- demonstrates interest or insight into cultural differences

**ASSESSING AND EVALUATING STUDENT PERFORMANCE**

**Poster Presentation**

The student:

- uses key words in nsíylxcən
- conveys meaning in nsíylxcən by combining pictures, words, and actions
- attempts to self-correct

The teacher and students used performance rating scales to evaluate student work.

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

**Journal**

- offers a personal response to the story

**Illustration and Caption**

Aspect	Strong	Complete	Partial	Not Demonstrated
<b>Illustration</b>				
• shows the meaning of the caption				
• matches the game activity in other details				
• shows the cultural context				
<b>Presentation</b>				
• reads the caption fluently				
• explains accurately and with detail				
• attempts to self-correct				

**Poster Presentation**

*Note:* Communication of meaning is the most important consideration.

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

**Journal**

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

<b>Rating</b>	<b>Criteria</b>
<b>Insightful</b>	Offers a personal response to the game activity, supported by reasons and examples. Includes some insights or observations about the cultural context (may reflect on own culture or cultural influences in other times or places).
<b>Aware</b>	Offers a personal response to the game activity, with at least one reason or example as support. Tends to be direct and concrete. (e.g., I liked it because I like games.) Also offers some comment on the culture or context. (e.g., I learned that it was hard for kids to work together if they cannot talk to each other.)
<b>Partial</b>	Offers a personal response. Reasons tend to be vague (e.g., because it was boring). Typically not elaborated; little detail.
<b>Not Demonstrated</b>	Little or no evidence of personal response or cultural awareness.

▼ **SAMPLE 3: GRADE 7**

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*Topic: Personal Clothing Album*

**Learning Outcomes:**

*Communicating*

It is expected that students will:

- participate in classroom activities using simple speech in nsíylxcən
- exchange information about day-to-day situations and events and seasonal activities

*Acquiring Information*

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

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

**OVERVIEW**

This unit was presented in the month of September. Over approximately eight 40-minute classes, Grade 7 students developed and presented clothing albums. Evaluation was based on:

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

**PLANNING FOR ASSESSMENT AND EVALUATION**

- The teacher introduced the topic by asking students how they plan and select their clothing for a new school year. What factors do they consider? How much do they plan in advance? The teacher explained that each student would create and present an album showing his or her clothing needs for Grade 7.
- Students brainstormed to develop a list of clothing vocabulary in nsíylxcən. They posted the list on chart paper for easy reference. The teacher encouraged them to consult various sources (e.g., textbooks, magazines, bilingual dictionaries) to add to the list as they worked on their projects.
- The teacher distributed a selection of catalogues for students to look at and focused their attention on the ways the catalogues were organized. They discussed a variety of ways to organize their own collections (e.g., by season, body part, activity).
- Students spent two periods “shopping” in the catalogues by cutting out the clothing and accessories they would need for their Grade 7 school year. Some students drew and coloured several of the clothing items they wanted to include. Students used classroom resources (including dictionaries, class charts, clothing catalogues, and textbooks) to find the nsíylxcən vocabulary they needed. The teacher observed them as they worked, and circulated, asking questions in nsíylxcən and helping students to answer. The teacher provided immediate feedback and recorded observations on a checklist.

- The teacher reviewed key structures and vocabulary and helped students practise phrases they could use in their presentations, as well as questions they could ask other presenters. Students practised their presentations with partners, then worked in small groups to practise asking and answering questions such as:

*Do you like wearing hats?*

*Yes, I like hats. No, I don't like wearing hats*

- The teacher presented a peer-evaluation form to the class. The teacher then discussed evaluation with students, including what to look for in the presentations and how to offer useful feedback to presenters. The class practised completing a form.
- Students presented their albums to small groups of three or four students. Each student in the audience was required to ask at least one question of the presenter and to complete a peer-evaluation form.
- Students submitted their albums, their speaking notes, the peer evaluations they received, and self-evaluations.

### DEFINING THE CRITERIA

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

#### *Personal Album*

- information is relevant and appropriate
- includes detail, sufficient information
- captions are written in nsíylxcən

- information is well-organized and presented in logical categories

#### *Self-Assessment*

- specific, balanced
- connects to past and future activities

#### *Oral Presentation*

- information is relevant and appropriate
- spoken in nsíylxcən
- comprehensible

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate student performance. Students were given copies of the rating scales as they practised and prepared their presentations. The same scales were adapted for a variety of other assignments throughout the year.

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

**Personal Album**

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

**Self-Assessment**

<b>Rating</b>	<b>Criteria</b>
<b>Strong</b>	Includes both strengths and weaknesses. Provides details or examples as support. Offers some evidence of action planning. (e.g., The next time I make a presentation, I'm going to _____.) Often makes connections to previous activities (e.g., comparing performance or task requirements with other experiences). Shows insight—may comment on reasons for strengths or weaknesses and speculate about what might have happened with a different approach.
<b>Developing</b>	Includes both strengths and weaknesses, with some details or examples as support. Offers some evidence of action planning. May make connections to previous activities and future plans.
<b>Minimal</b>	Tends to be vague and rely on generalities. Includes both strengths and weaknesses, with at least one detail or example as support. Plans for future action may be vague. Offers few connections to previous activities or future plans.
<b>Minimum Requirements Not Met</b>	May be incomplete, inappropriate, or incomprehensible.



**Oral Presentation (and Response)**

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

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

▼ **SAMPLE 4: GRADE 8**

*Topic: Corresponding with Peers in nsíylxcən Communities*

**Learning Outcomes:**

***Communicating***

It is expected that students will:

- share information about activities and interests

***Acquiring Information***

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

***Understanding Culture and Society***

It is expected that students will:

- describe nsíylxcən traditions and customs, sports and games, and arts and designs

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

**OVERVIEW**

The teacher developed a series of activities to initiate correspondence between students and pen pals in nsíylxcən communities.

Students were asked to use a variety of technologies (e.g., video, e-mail). The activities occurred over several weeks, rather than as a continuous unit, to allow time for correspondence to be sent and received. Evaluation was based on:

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

- responses to the oral presentations

**PLANNING FOR ASSESSMENT AND EVALUATION**

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

They labeled an outline map and answered simple questions about it. Students also listened to oral statements and identified whether they were about the community under discussion or about their own area.

- Students read sample pen-pal letters in nsíylxcæn and generated a list of useful vocabulary and language structures. They worked in pairs to fill in the blanks in letters where words and phrases had been omitted (cloze activities).
- Students completed learning log entries to reflect on their progress, their attitudes about the activities, and their plans and goals.
- Each student created a letter of introduction to a pen pal. Some students included videotapes or audiotapes as well as print. After they received responses from their pen pals, students made oral presentations describing their pen pals to the class. Students were required to make notes and ask questions during the presentations.

### DEFINING THE CRITERIA

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

### *Correspondence*

- student offers clear, relevant, and appropriate information
- includes interesting details or features
- asks questions about or makes comparisons (with the nsíylxcæn community) that indicate the use of materials in nsíylxcæn (e.g., maps, brochures)

- includes information about local family, school, or community customs
- asks questions about comparable customs or behaviour patterns in the nsíylxcæn community
- in written work, spelling and mechanics do not interfere with meaning
- uses a variety of vocabulary and language structures

### *Oral Presentation*

- Presenting
  - message is understandable
  - student includes relevant and interesting details or features
  - fluid (most pauses occur at the end of a phrase or sentence)
  - answers most questions from other students using relevant information (may need teacher's help to understand some of the questions)
  - uses a variety of vocabulary and language structures
- Listening
  - student records three to five details from each presentation
  - student asks at least one question that is relevant and requires information that the speaker did not provide
  - student's question is understandable

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

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

**Correspondence**

*Note:* Communication of meaning is the most important consideration.

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

**APPENDIX D: Assessment and Evaluation • Samples**

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**Oral Presentation**

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

<b>Aspect</b>	<b>Teacher/Peer</b>		<b>Self</b>	
	<b>Rating</b>	<b>Comment</b>	<b>Rating</b>	<b>Comment</b>
<b>Presenting</b>				
<ul style="list-style-type: none"> <li>main points are understandable</li> </ul>				
<ul style="list-style-type: none"> <li>information is relevant and appropriate</li> </ul>				
<ul style="list-style-type: none"> <li>includes interesting details or features</li> </ul>				
<ul style="list-style-type: none"> <li>uses a variety of vocabulary and language structures</li> </ul>				
<ul style="list-style-type: none"> <li>is fluid (most pauses occur at the end of a phrase or sentence)</li> </ul>				
<ul style="list-style-type: none"> <li>answers questions with relevant information</li> </ul>				
<ul style="list-style-type: none"> <li>compares pen pal's customs or behavioural patterns with own</li> </ul>				
<b>Listening</b>				
<ul style="list-style-type: none"> <li>records three to five details from each presentation</li> </ul>				
<ul style="list-style-type: none"> <li>asks at least one relevant and understandable question</li> </ul>				

▼ **SAMPLE 5: GRADE 9**

*Topic: My Hobbies, Pastimes, and Favourite Activities*

**Learning Outcomes:**

**Communicating**

It is expected that students will:

- share opinions and preferences, giving reasons
- describe and exchange information related to activities, people, and things

**Acquiring Information**

It is expected that students will:

- extract and process information from age-appropriate nsíylxcən resources and from Elders or fluent speakers to complete authentic tasks

- convey acquired information through oral and written language, using visual support

**OVERVIEW**

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

- oral presentations
- responses to other students' presentations
- written summaries of other students' presentations

**PLANNING FOR ASSESSMENT AND EVALUATION**

- To access prior knowledge, students talked about their favourite pastimes and activities, then completed Pastimes Tables (in nsíylxcən).

**Pastimes Table**

<p>1. What pastime or activity do you associate with the items in the table below?</p> <p>2. Choose one word from this list to describe the activity in question one.</p>			
ordinary	exhausting	glamorous	amusing
fascinating	interesting	modern	hard
scientific	boring	educational	expensive
Words	Pastimes	Description	
books compact discs a bathing suit stamps and coins films running shoes skates a photo album a piano cookbooks			

- Working in groups, students chose one of the following categories of activities: winter, summer, indoor, outdoor, individual, team, or group. Each group made up questions and interviewed classmates about their preferences for specific activities within the group's category. The groups reported their results orally.
- Students talked (in *nsíylxcən*) with partners to find out what they wanted to do the next weekend and why: *What are you going to do this weekend? Why?* Students reported back to the class, and the information was summarized on chart paper. Students then practised giving reasons using this pattern: *This weekend I want to \_\_\_\_\_ because \_\_\_\_\_*. The teacher developed vocabulary with the class, and students recorded useful vocabulary in notebooks and personal dictionaries.
- Students read an authentic article about a sports celebrity, for example, an article about hockey player Alexander Daigle from *Vidéo Presse*. (***This is only a model. An appropriate selection in the nsíylxcən language would be provided for students.***) The Daigle article included a short biography:

**Alexandre Daigle**

*Né le 7 février 1975*

*1,80 m (6pi) 75 kg (170 lb)*

*Centre, lance de la gauche.*

*Champion compteur en 1992-1993 (137 points) avec les Tigres de Victoriaville.*

*Médaille d'or avec l'équipe canadienne au Championnat mondial de hockey junior en 1993.*

The teacher helped students prepare, discussing strategies for dealing with authentic documents. (e.g., Preview an article by reading special text features like the biography above. Find all of the words

and phrases that describe the subject's skills. Find five key words and phrases that are repeated at least three times in the document. List all of the things you learned about the subject.)

- The class prepared questions that students could use to find out about their partners' pastimes. Students practised the questions, then interviewed one another to acquire information for illustrated biographies and short oral presentations about their partners' favourite activities. They then posted the biographies around the room.
- The teacher discussed the criteria for oral presentations and provided each student with a rating scale to use for self-assessment as they practised. Students then made presentations on their partners' favourite pastimes.
- After their presentations, students completed learning log entries identifying two aspects of their presentations that had gone well and one area they needed to work on. Students discussed their self-assessments with their partners.
- As students listened to other presentations, they each completed a listening grid identifying the main points presented. The teacher emphasized the importance of listening attentively in order to include complete and accurate information.
- Each student was required to ask three or four questions that called for related information not included in the presentations. The teacher emphasized the importance of communication—asking questions that could be understood and answered to provide new information.
- Finally, each student chose two activities described by other students that they had not previously tried. For each activity, the student prepared a summary of the

presentation and an illustrated caption. Each written summary included information about the person and activity, as well as reasons for wanting to try the activity.

### **DEFINING THE CRITERIA**

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

#### ***Oral Presentation***

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

#### ***Listening and Questioning***

- Oral Questions
  - relevant to the presentation and request information that was not included in the presentation
  - pronunciation and intonation support meaning
  - vocabulary and language patterns support meaning

- Listening to Presentations
  - listening grid includes complete and accurate information based on the presentations

#### ***Written Summary***

- information is complete, accurate, and relevant
- includes reasons for selection
- illustrations or captions support and enhance meaning
- vocabulary supports and enhances meaning (e.g., uses adverbs; includes frequency, variety, and specifics of activities)
- uses appropriate patterns (e.g., verb and infinitive) to describe preferences, plans

### **ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher used performance rating scales to evaluate student work. Students were given copies of the scales as they prepared their assignments. The same rating scales were adapted for other performance tasks during the term or course (the specifics for meaning and the examples of language patterns changed from one activity to another, but the general criteria remained the same). Although the scale shows four levels, the teacher occasionally assigned grades of C+ and C-.



**Oral Presentation**

**Note:** Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Criteria	A	B	C	I or F
<p><b>Meaning</b></p> <p>▼</p>	<p>Relevant, appropriate, and detailed in both presentation and response to questions from the audience.</p> <p>Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates.</p> <p>Offers information about partner's level of competence.</p> <p>Includes information to clarify and extend understanding of the pastime (e.g., may include information about special equipment, how long partner has had this interest, celebrities who enjoy this pastime).</p> <p>Provides additional information or clarification when prompted by questions from the audience.</p>	<p>Relevant and appropriate, with some detail.</p> <p>Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates.</p> <p>Includes some additional information.</p> <p>May not be able to add new information when asked question.</p>	<p>Relevant and appropriate basic information.</p> <p>Names the partner's pastime or activity and includes details about where, how often, and with whom partner participates.</p> <p>Often has difficulty understanding and responding to question.</p>	<p>Has not completed requirements of the assignment.</p> <p>(See the ministry's <i>Reporting Policy</i> for advice on when to use <i>I</i> and when to use <i>F</i>.)</p>

Oral Presentation (continued)

Criteria	A	B	C	I or F
<p><b>Presentation</b></p> <p>▼</p>	<p>Does not obscure meaning.</p> <p>Pronunciation and intonation are generally appropriate but may include some errors and approximations, particularly when student responds to questions from the audience.</p> <p>Relies on memory or cue cards rather than reading every word.</p> <p>Pauses are relatively brief and tend to be at the end of sentences or phrases, or when the student is preparing to respond to a question.</p> <p>Makes some attempts to self-correct blatant errors but may not always be successful.</p> <p>Often includes visual aids (e.g., equipment, pictures) to add interest and clarify meaning.</p>	<p>Does not obscure meaning.</p> <p>Pronunciation and intonation are generally appropriate, but may include some errors and approximations.</p> <p>May frequently refer to cue cards or written script.</p> <p>Delivery may be somewhat halting, with frequent pauses, particularly when student attempts to answer questions.</p> <p>Some attempts to self-correct blatant errors (but often not successful).</p> <p>May include visual aids (e.g., equipment, pictures) to add interest and clarify meaning</p>	<p>Requires close attention from the listener.</p> <p>Pronunciation includes some errors and approximations; intonation may be inappropriate in places.</p> <p>Delivery tends to be hesitant and tentative, with frequent pauses.</p> <p>Tends to rely on written notes or script.</p> <p>Often unaware of errors.</p> <p>May be unable to answer some or all questions without help.</p>	<p>Has not completed requirements of the assignment.</p> <p>(See the ministry's <i>Reporting Policy</i> for advice on when to use <i>I</i> and when to use <i>F</i>.)</p>
<p><b>Language</b></p> <p>▼</p>	<p>Appropriate to the topic.</p> <p>Uses adverbs in describing partner's level of competence or expertise.</p> <p>Often includes active verbs to express desires or plans.</p> <p>Takes risks with new vocabulary and patterns to enhance meaning or add interest to presentation.</p>	<p>Appropriate to the topic.</p> <p>Includes some adverbs in describing partner's level of competence or expertise.</p> <p>Tends to rely on constructions and basic vocabulary that have been practised in class (e.g., active verbs to express desires or plans).</p> <p>May ask for help or use some Anglicisms when asked questions.</p>	<p>Appropriate to the topic.</p> <p>May include some inappropriate usage or substitutions.</p> <p>Includes some adverbs in describing partner's level of competence or expertise.</p> <p>Tends to rely on simple constructions and basic vocabulary that have been practised in class to express desires or plans.</p>	<p>Has not completed requirements of the assignment.</p> <p>(See the ministry's <i>Reporting Policy</i> for advice on when to use <i>I</i> and when to use <i>F</i>.)</p>

**Listening and Questioning**

The teacher completed a checklist to monitor students' abilities to listen and ask questions about each presentation.

The form also included space for recording grades for oral and written work. Students had an opportunity to add comments or explanations.

**Teacher Recording Form: Oral and Written Presentations**

Name _____ Date _____	
Oral Presentation Grade _____	
Comments: _____	
Written Summary Grade _____	
Comments: _____	
Questions (Record the questions verbatim if possible.)	
Question 1: _____	
_____	
Check all that apply:	
connected to presentation _____	required new information _____
understood by presenter _____	understood by teacher _____
Question 2: _____	
_____	
Check all that apply:	
connected to presentation _____	required new information _____
understood by presenter _____	understood by teacher _____
Question 3: _____	
_____	
Check all that apply:	
connected to presentation _____	required new information _____
understood by presenter _____	understood by teacher _____
Listening Grid complete _____	recorded in nsíylxcən _____
Student Comments: _____	
_____	
_____	

**Written Summary**

*Note:* Communication of meaning is the most important consideration.  
This scale was adapted and used throughout the year to assess written work.

<b>Rating</b>	<b>Criteria</b>
<b>A</b>	Information is relevant, accurate, and detailed for both activities. The summaries include all required information about the person, the activity, and why the activity is appealing. Adds or elaborates on information to create interest. The written and visual presentations support and enhance meaning. Newly acquired language is appropriate and used accurately. Incorporates familiar language and often risks using unfamiliar vocabulary or structures to enhance meaning or add interest. (These attempts may or may not be successful.)
<b>B</b>	Information is relevant, accurate, and complete. Written and visual presentations are clear and do not interfere with communication. Uses recently acquired language appropriately and competently. Tends to rely on familiar constructions and basic vocabulary.
<b>C</b>	Relevant information is presented for both activities, but one or two aspects may be incomplete or inaccurate. Includes little detail beyond minimal requirements. Visual presentation is clear, but written presentation may include some problems with newly presented language that puzzle the reader or require rereading. Student tends to rely on simple, familiar constructions and basic vocabulary.
<b>I/F</b>	Has not completed requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>I</i> and when to use <i>F</i> .)

▼ **SAMPLE 6: GRADE 10**

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**Topic:** *Friendship*

**Learning Outcomes:**

***Communicating***

It is expected that students will:

- communicate needs, desires, and emotions
- participate, in nsíylxcən, in a variety of situations drawn from real life

***Acquiring Information***

It is expected that students will:

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

***Experiencing Creative Works***

It is expected that students will:

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

***Understanding Culture and Society***

It is expected that students will:

- explain the significance of particular nsíylxcən customs, celebrations, and festivals

**OVERVIEW**

The teacher developed a three-week unit on friendship that included reading and responding to poetry. Evaluation was based on:

- response to poetry (in words, pictures, and symbols)
- a Friendship Test that each student developed
- oral language observed in class and group discussion

**PLANNING FOR ASSESSMENT AND EVALUATION**

- Students brainstormed the qualities of a good friend, then used classroom resources and other documents to list useful vocabulary for talking about friends and friendship. Students developed short personal definitions of an ideal friend.
- Students listened to an audiotape about two friends and classified key words and phrases according to the character of each friend.
- The teacher formed small groups and assigned each group two nsíylxcən poems on the subject of friendship to read, discuss, and present to the class. After the presentations were completed, students described their own best friend and the activities they enjoyed together, and compared their descriptions with those in the poems. In small groups, students listed and discussed cultural similarities and differences regarding friendship.
- Each student was asked to choose one or two poems and create a personal response in words and pictures. Before they began the assignment, the teacher and students agreed on task requirements and discussed the marking criteria.
- Students completed a magazine questionnaire, “*What Kind of Friend are You?*” (in nsíylxcən). They discussed the format of the questionnaire and the

kinds of questions that were included (not their personal results).

- Each student prepared a Friendship Test questionnaire with at least 10 items, and asked two or three other students to try it and comment on how well it worked. Students handed in the questionnaire, a self-evaluation of the questionnaire, and comments from other students.

### **DEFINING THE CRITERIA**

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

#### ***Response to Poetry***

(Including: words, pictures, and symbols)

- conveys central idea of the poem
- states a personal opinion or response
- offers details, reasons, and examples to support response
- makes connections to other experiences, poems, stories, and media

#### ***Friendship Test***

- includes a minimum of 10 questions, answer key with interpretation guidelines, self-assessment, and comments from two classmates
- includes relevant concepts
- uses a range of useful vocabulary and expressions
- uses questionnaire structures
- self-assessment focuses on key aspects of the questionnaire
- answer key and interpretation are logical and detailed

#### ***Oral Language***

(As observed in class and small-group discussions.)

- uses a range of useful vocabulary and expressions
- expresses desires (e.g., qualities of a friend)
- identifies similarities between own friendships and those described in the audiotape
- volunteers information and ideas to stimulate discussion
- asks questions to extend or clarify information

### **ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher collected students' work and used rating scales to assess students' responses to poetry and to assess their questionnaires. The teacher observed two of the small groups and completed the Observation Checklist for students in those groups. All students completed checklists as a self-evaluation activity and included them in their portfolios or journals.

Students were given copies of the scale as they prepared their assignments. The same rating scales were adapted for other performance tasks during the course (the specifics for meaning and the examples of language patterns changed from one activity to another, but the general criteria remained the same). Although the scale shows four levels, the teacher occasionally assigned grades of C+ and C-.

**Response to Poetry**

Rating	Criteria
<b>A</b>	Conveys the central idea or theme, and may consider an unusual interpretation. Presents a clear and detailed response through words, pictures, and graphics. Makes connections to other experiences or works, and focuses on some of the more subtle or abstract features. Attempts to engage viewers and extend their understanding.
<b>B</b>	Conveys the central idea or theme, states a personal response, and presents details, reasons, or examples to support the response. Makes connections to other experiences—these tend to be direct and concrete.
<b>C</b>	Addresses the central idea or theme of the poem. Tends to focus on a literal interpretation. Offers an opinion or response with some support. Support may focus on retelling or illustrating information from the poem or focus on labels such as <i>boring</i> or <i>interesting</i> . Personal connections tend to be direct and concrete.
<b>I/F</b>	Has not completed requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>I</i> and when to use <i>F</i> .)

**Friendship Test**

<b>Rating</b>	<b>Criteria</b>
<b>A</b>	Goes beyond the requirements of the task to use vocabulary, structures, or content not practised in class (may not always be successful). Takes risks to add interest (e.g., uses innovative format, questions draw unusual situations, includes humour). Vocabulary and structures are appropriate and errors do not detract from meaning. Self-assessment is thorough and insightful.
<b>B</b>	Questions are relevant, appropriate, and clearly expressed, using a range of useful vocabulary and expressions. Demonstrates use of appropriate sources (e.g., dictionaries for vocabulary, magazine articles for formats). Answer key and interpretation are logical and detailed. Self-assessment focuses on key aspects of the questionnaire. Errors do not detract from meaning.
<b>C</b>	Questions include relevant and appropriate content, but may be somewhat vague, repetitious, or confusing. Includes useful vocabulary and expressions practised in class but may use the same pattern for many or all questions. Answer key and interpretation may be short and rely on assignment of labels without explanation. Errors may cause the reader to reread or puzzle over some parts.
<b>I/F</b>	Has not completed the requirements of the assignment. (See the ministry's <i>Reporting Policy</i> for advice on when to use <i>I</i> and when to use <i>F</i> .)

**Oral Language Observation Checklist**

\*3 = strong, 2 = satisfactory, 1 = minimal, NO = not observed  
To be completed by teacher, self, or peers.

<b>Behaviour</b>	<b>Evidence/Example</b>	<b>Rating*</b>
<ul style="list-style-type: none"> <li>• uses a range of useful vocabulary/expressions</li> <li>• volunteers information/ideas to stimulate discussion</li> <li>• identifies similarities/differences with the nsíylxcən culture</li> <li>• asks questions to extend/clarify information</li> <li>• responds to questions/comments from other students</li> </ul>		



▼ **SAMPLE 7: GRADE 11**

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*Topic: Magazine Advertising*

**Learning Outcomes:**

*Communicating*

It is expected that students will:

- exchange opinions on topics of interest

*Acquiring Information*

It is expected that students will:

- research, analyze, and use relevant information from a variety of nsíylxcən resources, Elders, speakers, and members of the nsíylxcən community to complete authentic tasks
- convey acquired information in oral, visual and written forms

*Understanding Culture and Society*

It is expected that students will:

- analyze the effects of knowing about nsíylxcən and culture on various aspects of their lives

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

**OVERVIEW**

The teacher developed a unit for Grade 11 students that focused on the language and images of nsíylxcən and other magazine advertising. The unit comprised four classes of 75 minutes each. Evaluation was based on:

- written analyses of selected advertisements
- journal entries

**PLANNING FOR ASSESSMENT AND EVALUATION**

- Students compiled a class chart showing the titles, intended audiences, and typical products advertised in the magazines they read.
- The teacher posted six to ten ads from magazines in nsíylxcən around the room. Students were given ten minutes to walk around the display and, for each ad, note the magazine title, the product being promoted, and the intended audience. As a class, students discussed their choices.
- The teacher modeled the process of extracting meaning from images and text using prompts (in nsíylxcən) such as:
  - *Who or what is represented?*
  - *Where?*
  - *What is happening?*
  - *Describe the mood or feelings.*
  - *What is the slogan?*
  - *What does the slogan mean?*
  - *List the descriptive words used.*
  - *What allusions to literature, history, or music do you notice?*
- The teacher asked students to notice and describe subtle details, speculate about intentions, and consider possible interpretations of word choice, then demonstrated how to transform students' point-form information into sentences.
- Students worked in groups of three or four to analyze images and text in nsíylxcən advertisements and present their analyses to the class. Each group worked with a different advertisement.
- The class brainstormed a list of advertising strategies, then came up with examples of familiar advertisements that used the various techniques listed. They then reviewed again the nsíylxcən ads posted around the room and added information on "strategies employed" to

their notes. Students worked in pairs to consider what cultural assumptions or beliefs were implicit in the advertising they reviewed, then discussed their views with the class.

- Students worked alone or in pairs to analyze and write reports on advertisements from magazines in nsíylxcən
- Students wrote reflectively in their journals by responding to some or all of the following prompts:
  - *Something that surprised me was* \_\_\_\_\_.
  - *Something that frustrated me was* \_\_\_\_\_.
  - *Something that I learned from the ad was* \_\_\_\_\_.
  - *I want to read more about* \_\_\_\_\_.

### ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher used rating scales to evaluate students' work. Students were given copies of the scales as they worked on their assignments; similar scales were used for other assignments throughout the year.

### DEFINING THE CRITERIA

The teacher reviewed the expectations for the unit and discussed key criteria and how these might be demonstrated.

#### *Advertising Analysis*

- communicates ideas in a written paragraph (using understandable nsíylxcən)
- uses information from an advertisement in nsíylxcən to:
  - describe the picture and text
  - identify what is being sold and who the potential buyers might be
  - identify one or more strategies used to make the ad appealing
  - interpret relatively obvious visual and written puns, or allusions to history, literature, or music

**Advertising Analysis**

<b>Rating</b>	<b>Criteria</b>
<b>Outstanding</b>	Detailed and insightful. Focuses on appeal to audience. Descriptions of the picture and text are fully developed (include who or what is in the picture, the setting, the action or events depicted, the mood, and the slogan). Offers an analysis of the choice of image and words. Considers allusions, appeal to humour, and so on. Ideas are presented in simple but clear <i>nsýlxcən</i> ; draws on a range of useful expressions. Errors in tense or structure do not affect meaning.
<b>Good</b>	Complete and accurate. Descriptions of the picture and text are accurate and include some detail. Offers a literal analysis of the image and language, and includes some reference to the purpose and intended audience. Ideas are presented in simple but clear <i>nsýlxcən</i> . Vocabulary and structures may be repetitive. May include occasional Anglicisms or spelling errors. Errors in tense or structure do not affect meaning.
<b>Meets Minimum Requirements</b>	Accurate; minimal information. Describes the picture and reproduces the slogan with little detail or analysis. Typically does not refer to a specific audience, but may refer to an unspecified “you.” Ideas are presented in <i>nsýlxcən</i> , but may include a number of Anglicisms and spelling errors as well as errors in tense or structure. May require some effort on the part of the reader to understand the meaning. Vocabulary tends to be simple and repetitive; structures tend to be fragmented. May be very short.
<b>Not Demonstrated</b>	Little or no evidence of understanding or communication in <i>nsýlxcən</i> .

**Journal**

<b>Rating</b>	<b>Criteria</b>
<b>Insightful</b>	Insightful, with thoughtful and detailed responses. Offers some supported generalizations about cultural variations as they are shown in advertising.
<b>Aware</b>	Shows awareness and interest. Tends to focus on broad concepts and obvious aspects. Responses include some detail. Evidence of thoughtfulness in some aspects, but not others. Tends to focus on specifics without developing generalizations.
<b>Partial</b>	Responses are relevant, but tend to be brief and focus on concrete or surface aspects of the activities. May include unsupported generalizations. Typically not elaborated; little detail.
<b>Not Demonstrated</b>	Little or no evidence of cultural awareness.

▼ **SAMPLE 8: GRADE 12**

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*Topic: Crime and Violence*

**Learning Outcomes:**

**Communicating**

It is expected that students will:

- give details and reasons to support points of view on various issues in a culturally relevant manner
- interact in nsíylxcən with growing confidence in familiar situations drawn from real life

**Acquiring Information**

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

In addition to these outcomes, the teacher assessed students' abilities to work collaboratively using the reference set *Evaluating Group Communication Skills Across Curriculum*.

**OVERVIEW**

The teacher developed a four-week unit for Grade 12 students that focused on crime and violence. Students collected, interpreted, and presented information from a variety of community and library resources.

Evaluation was based on:

- written research
- oral interactions

**PLANNING FOR ASSESSMENT AND EVALUATION**

- Students reviewed television and radio programs and newspaper articles to estimate the frequency and nature of

common crimes. The teacher noted their willingness and abilities to respond to questions (in nsíylxcən) such as:

- *What did you listen to? What did you watch?*
- *Are these problems typical of this community?*
- *What is one serious problem?*
- *What might be a possible solution?*
- An RCMP officer addressed the class about crime and violence in the local community. Students asked questions, some of which they had prepared in advance, and recorded five key points of the presentation. The class discussed the presentation and collectively agreed on the top seven points. Students assessed their own listening skills by comparing their notes with the class summary. The teacher noted the extent to which various students were able to engage in spontaneous discussion.
- Students worked in groups to generate survey questions about crime and violence. They interviewed one another, then compiled and presented the results. Then each student wrote a paragraph comparing his or her personal perceptions of crime with local crime statistics. The teacher collected the work and assessed it using a rating scale for written research.
- The class generated a list of five or six crimes, ordered them in terms of severity, and worked in small groups to determine the appropriate punishment or retribution for each crime. Groups presented their decisions, explained their reasoning, and responded to questions or challenges from other groups. (Each student was responsible for presenting and answering questions about one of the group's decisions and for responding to other groups who disagreed.) The teacher assessed students' presentations and interactions using a rating scale for oral communication.
- Based on the results of previous activities, students worked as a class to identify three crime-related problems in their

community and to develop interview questions in order to find possible solutions. Students worked in pairs to interview three community members, each of whom represented a different perspective. The pairs presented their findings in written reports. The reports were assessed using a rating scale for written research.

- Each student chose one of the following ways to demonstrate his or her ability to communicate orally, to give reasons and information to support a point of view, and to interact effectively in nsíylxcøn
  - a debate on an issue related to crime and violence
  - a panel discussion on an issue related to crime and violence (participants represent several points of view)
  - a simulated talk show on crime and violence
  - a mock parliamentary debate on a proposed change of law

Students had opportunities to prepare and practise in groups or with partners.

### **DEFINING THE CRITERIA**

The teacher reviewed the expectations for each task and discussed criteria with students. The teacher emphasized that in all assignments the most important feature would be students' abilities to communicate meaning.

#### ***Written Research***

The following criteria were used to evaluate students' written paragraphs and their interview reports.

- Meaning
  - information is clear, relevant, accurate, and detailed
  - includes appropriate research support or attribution

- presents credible reasons and explanations for views presented
- Language
  - wide range of vocabulary and idiom supports message
  - minor errors in tense or structure do not reduce effectiveness
- Organization
  - clear and logical organization of ideas enhances message
  - transitions are clear and appropriate

#### ***Oral Interactions***

The following criteria were used to evaluate students' prepared group discussions of punishment and their oral discussions (e.g., debates, role plays, simulations) on crime and violence issues.

- Meaning
  - message is clear, complete, and appropriate to the topic
- Language
  - wide range of vocabulary and idiom supports message
  - appropriate use of tense and structure
- Interaction
  - student uses strategies to maintain interaction and avoid communication breakdown (e.g., self-corrects, rephrases in target language, adapts known structures to new situations)
  - fluid (pauses are brief and do not interfere with meaning)

### **ASSESSING AND EVALUATING STUDENT PERFORMANCE**

The teacher evaluated students' demonstrations of the learning outcomes using two performance rating scales: one for oral interactions and one for written research. Students had discussed the scales and used them in several previous activities. The teacher marked four assignments for each student.

**Written Research**

*Note:* Communication of meaning is the most important consideration and should receive the greatest weighting in assigning a grade.

Rating	Criteria
<b>A</b>	Goes beyond the requirements of the task to demonstrate extended learning or new applications. Takes risks with language, sometimes making errors when attempting to express complexities or subtleties. Information is clear, relevant, accurate, and logically organized. Includes credible reasons and explanations. Wide range of vocabulary and idiom supports message and enriches expression. Errors in language do not detract from meaning.
<b>B</b>	Information is clear, relevant, accurate, and detailed. Includes credible reasons and explanations to support views. Uses a range of useful vocabulary, idiom, and structures, with some repetition. May include some structural and tense errors, but these do not obscure the meaning
<b>C+</b>	Information is clear, relevant, and accurate. Some detail is presented to support views, but links between ideas may be weak in places. Structures tend to be repetitive, and there tend to be few transition words, resulting in a “choppy” flow. Vocabulary and idiom tend to be basic and concrete. May include errors in tense or structure, but meaning is clear.
<b>C</b>	Information is relevant and accurate, but may be unclear in places. Some detail is presented to support views, but links between ideas may be weak or confusing. May misuse or omit transition words. Vocabulary and structures tend to be basic and repetitive. May include errors in tense, structure, and occasionally spelling (indicating that the student did not use a dictionary or other resources to check work), but these do not seriously affect meaning.
<b>C-</b>	Attempts to address the topic. Some accurate information is presented, but some of the supporting detail may be confusing, irrelevant, or inappropriate. Vocabulary tends to be basic and repetitive with little appropriate use of idiom. Errors in tense, structure, and spelling may make it difficult for the reader to understand the meaning in places. Transition words may be omitted or misused. The writing tends to be “choppy” and repetitive and lack a sense of logical organization.
<b>I/F</b>	Information or message is unclear, incomplete, or inappropriate. May be very short. A large number of errors may make it impossible for the reader to understand the writer’s views.

*Generic tools* are aids to assessment and evaluation that are useful for a broad range of activities. This section of Appendix D provides some generic tools language teachers commonly find useful.

**STUDENT JOURNALS**

Assessment of student performance may be supported through the use of journals. Student journals are a powerful tool for encouraging students to reflect on their experiences. A journal may be fairly structured, or it may be a general review of the events of the week in the target-language class. Entries may comment on a specific activity or topic, or provide a broad reflection on progress or an issue.

Journals are an important aspect of communication between the student and teacher. Students may ask questions, indicate successes, or identify areas where they need further assistance in developing skills. Teachers can respond to a student journal in a letter, by writing a short comment in the journal, or by talking to the student.

**INTERVIEWS**

Interviews can provide valuable information about students’ understanding of and thoughts and feelings about the target language and culture. Interviews give students an opportunity to reflect on the unit of study. They also give the teacher a chance to gather information about students’ knowledge and attitudes as well as diagnose student needs. An interview may take the form of a planned sequence of questions that lead to open-ended discussions or it may require formal completion of specific questions.

Informal interviews between the teacher and student should take place on a regular basis.

<b>Prompts for Daily Journal Reflections</b>
Today we talked/learned/participated in:
I tried to:
I asked:
I found out:
I wish I had:
One question I’m taking away to think more about is:
The steps I took to participate effectively were:
The problems I encountered were:
To solve these problems I:
The resources and people I used to help were:

<b>Reflection Activity/Project</b>
Student Name: _____ Date: _____
Activity/Project Title: _____
Activity/Project Description:
The most surprising aspect of this activity/project for me was:
I would like to find out more about:
If I were to do this activity/project again I would:
I could help a student who is doing a similar activity/project by:
The biggest problem I had was:
What I enjoyed most about this activity/project was:



Questions	Teacher Notes
<ul style="list-style-type: none"><li>• How did you feel about your participation in this activity?</li><li>• What do you think about _____?</li><li>• How does your group feel about you?</li><li>• Did you have any new thoughts when _____.</li><li>• How did you go about _____?</li><li>• Tell me another way of doing _____.</li><li>• What would happen if _____?</li><li>• Why did you _____?</li><li>• What did or did not work?</li><li>• Tell me what you learned from _____.</li><li>• What else would you like to know?</li><li>• Is there anything you would like to change?</li><li>• How well do you think you've done?</li><li>• Tell me how or where you might use _____.</li><li>• What communication skills were taught or learned?</li></ul>	

**OBSERVATION SHEETS**

Observation sheets may be used to assess an individual student or a co-operative activity. This information is useful when reporting on individual student progress.

It is recommended that teachers focus their assessment by selecting only a few attributes for each observation. In any one class, teachers will find time a limiting factor and may only observe a small portion of students in the class.

<b>Observation of Oral Interaction</b>		
Student's Name _____		
1. Student A is able to ask questions as part of a survey on _____.	very well more or less with difficulty	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Student B is able to answer student A's questions.	very well more or less with difficulty	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Student B is able to ask questions as part of a survey on _____.	very well more or less with difficulty	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Student A is able to answer student B's questions	very well more or less with difficulty	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Students A and B are able to write down one another's answers	very well more or less with difficulty	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**TARGET-LANGUAGE FORMS**

Teachers may want to provide students with self or peer assessment sheets, checklists, or observation sheets in nsíylxcən.

The teacher may use any form as a model and translate to create a nsíylxcən equivalent. Alternatively, the teacher might create a bilingual form that includes English and the target language.

**Student Assessment Sheet**

*(This is an example of an assessment form that could be translated or provided in a bilingual version.)*

Name: \_\_\_\_\_

Presenter: \_\_\_\_\_

The most enjoyable part of this presentation was: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The part I would do differently is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

One suggestion I have for the presenter is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

One thing I learned in nsíylxcən that I could use in another setting is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**PLANNING AND GOAL-SETTING  
WORKSHEETS**

Setting individual goals for progress in learning nsíylxcən is an important assessment strategy. Teachers can use planning and goal-setting worksheets

which include reflections on interests and abilities in nsíylxcən class and statements of short- and long-term goals—as the basis for assessing students’ progress in the various units of a nsíylxcən-language program.

<b>Student Daily Log</b>						
Student Name: _____ Block: _____						
<b>Date</b>	<b>Goals for Today</b>	<b>Done</b>	<b>Almost Done</b>	<b>Not Done</b>	<b>My Initials</b>	<b>Teacher's Initials</b>

**Reflection Bubbles**

**CHECKLISTS**

Checklists allow the teacher to observe the entire class “at a glance.” They provide a quick reference sheet for identifying specific information regarding student co-operation, participation, leadership abilities, attitudes, knowledge, or skills.

Checklists can also be useful in developing student learning profiles that indicate growth over time. Checklists allow the teacher to create an individual record-keeping system in a variety of forms (e.g., by date, using a legend of skill proficiency, using a simple checkmark identifying a *yes* or *no*).

<b>Group Observation Form</b>				
Course: _____ Class/Block: _____ Date: _____				
Skill/Concept: _____				
5 - Superior	4 - Satisfactory	3 - Improving	2 - Experiencing Difficulty	
Name of Students	Criteria to be Observed			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

<b>Participation Profile</b>											
Class/Block _____						Date: _____					
Activity(ies) _____											
<b>Student Names</b>											
Effort/ On-Task											
Encourages Others to Participate											
Enjoys Participating											
Participates Willingly											
Participates when Encouraged											
Reluctant to Participate											



# APPENDIX E

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## *Acknowledgments*



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**Madasta Betterman**, Traditional Name: sk'aymtalqs, Fluent Speaker and Okanagan Language/Culture Instructor at sənpaqčín School, Osoyoos Indian Band

**Theresa Dennis**, Traditional Name: snəmtɾíc'aʔ, Fluent Speaker and Itinerant Okanagan Language/Culture Teacher, Okanagan Similkameen School District #53

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# APPENDIX F

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*The Sounds and Alphabet  
of nsíylxcən*

## APPENDIX F: The Sounds and Alphabet of nsíylxcən

### nsíylxcən ALPHABET

The nsíylxcən alphabet currently uses a phonetic based alphabet which has been used by local language experts and language teachers in the nsíylxcən speaking communities since 1985.

The alphabet is often referred to as the IPA or International Phonetic Alphabet. Each nsíylxcən sound is represented by a symbol. The nsíylxcən alphabet contains 49 sounds of which 44 are consonants and 5 are vowels. The following chart represents the symbols and sample words.

### nsíylxcən CONSONANTS AND VOWELS

Symbol	Sample Word	Symbol	Sample Word
p	pus 'cat'	k'	k'ʔənk'míp 'door'
t	tupl' 'spider'	k' <sup>w</sup>	k' <sup>w</sup> six <sup>w</sup> 'goose'
k	kilx 'hand'	q'	q'aʔxán 'shoe'
s	stunx 'beaver'	q' <sup>w</sup>	q' <sup>w</sup> əʔtmín 'wolverine'
h	hiw't 'rat'	ʔ'	ʔ'aʔk <sup>w</sup> ílx 'Indian doctor'
m	mus 'four'	ʔ	ʔk <sup>w</sup> ut 'far'
n	ník'mən 'knife'	m'	m'ístəm 'woman's father'
l	lawán 'oats'	n'	n'in'k'mən 'little knife'
r	syríwaʔxən 'snow shoes'	r'	sw'ar'ák'xən 'frog'
w	wanx 'war dance'	w'	hiw't 'rat'
y	yútəlx 'raven'	y'	y'ay'ák <sup>w</sup> aʔ 'stingy'
c	cilkst 'five'	ɣ	ɣípən 'I stood it up'
k <sup>w</sup>	k' <sup>w</sup> əlk' <sup>w</sup> l'álx <sup>w</sup> 'calf'	a	anwí 'you'
q	qəpqíntn 'hair'	I	incá 'I, me'
q <sup>w</sup>	q <sup>w</sup> ílxcən 'evergreen bough'	u	unix <sup>w</sup> 'truly'
ʔ	ʔú'mən 'spoon'	ə	əcwíx 'he lived there'
x	xíxuʔtəm 'girl'	o <sup>1</sup>	lmoto 'sheep'
x <sup>w</sup>	x <sup>w</sup> aʔlápa 'spinning top'	ʔ	ʔasíl 'two'
ʃ	ʃlíwaʔ 'onion'	ʔ	ʔáʔtmən 'yellowbell'
ʃ <sup>w</sup>	ʃ <sup>w</sup> námʃ <sup>w</sup> nam 'hummingbird'	ʔ'	klaʔ'mín 'button'
p'	p'ínaʔ 'birch basket'	h	hápáʔ 'grampa'
t'	t'ínaʔ 'ear'	h	hiw't 'rat'
c'	c'ərís 'kingfisher'		

<sup>1</sup> [o] is found only in borrowed words such as lmoto 'sheep'.

## APPENDIX F: The Sounds and Alphabet of nsíylxcən

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The nsíylxcən alphabet as shown on the previous page has consonants which can be divided into three groups.

### GROUP A

Group A has sounds which are similar to English sounds and letters.

**p, t, k, m, n, h, w, y,**

### GROUP B

Group B has letters or symbols which are similar to English, but are pronounced differently, e.g.:

**c, q, s, x,**

These sounds represented here are pronounced differently in other languages including the other Interior Salish languages.

### GROUP C

Group C has letters/symbols and sounds very different from English. They are represented altogether with a very different or unusual letter/symbol. For example, the consonants shown below:

ʔ, ɬ, ɥ', (laterals); ʕ, ʕ' (pharyngeals); ɣ (gamma);  
k<sup>w</sup>, q<sup>w</sup> (rounded stops);  
p', t', k', k'<sup>w</sup>, q'<sup>w</sup>, q', c', (glottalized stops);  
s, x, x<sup>w</sup>, ʃ, ʃ<sup>w</sup>, (fricatives);  
l', m', n', r', w', y' (glottalized resonants).

VOCABULARY ITEMS

[p]			[l]	
pus	cat		limt	glad
spikst	glove		nstils	think
səwáp	itch		níxəl	hear
[t]			[r]	
tupl'	spider		k <sup>w</sup> riʔ	yellow
stunx	beaver		yir	round
ǰast	good			
[k]			[w]	
kilx	hand		way'	OK
cilkst	five		anwí	you
pnimk	liver		k'aw	gone
[s]			[y]	
stunx	beaver		yayʔát	all
wísxən	long		sisyús	able
mus	four		cmay	maybe
[h]			[c]	
híw't	rat		citx <sup>w</sup>	house
k'əłchám	ambushed		picx <sup>w</sup> t	disgusted
			sic	new
[m]			[k <sup>w</sup> ]	
mulx	cottonwood		k <sup>w</sup> int	take it!
timł	eight		sk <sup>w</sup> ist	name
síc'əm	blanket		ʔarsík <sup>w</sup>	turtle
[n]			[q]	
naqs	one		qícəlx	run
incá	I, me		slaqs	mosquito
c'asyáqən	head		piq	white

## APPENDIX F: The Sounds and Alphabet of nsíylxcən

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[q <sup>w</sup> ]			[t']	
q <sup>w</sup> ácqən		hat	t'ína?	ear
sq <sup>w</sup> uʔt	wasp		nt'yt'yína?	stubborn
słiq <sup>w</sup>		meat	łat'	wet
[ʦ]			[c']	
łilt		sprayed	c'əsk'ákna?	chickadee
c'ałt		cold	sc'im'	bone
xəwíł		road	p'ic'	press
[x]			[k']	
x'ut		rock	k'ast	bad
ixí?		that	ck'itp	rib
pulx		camp	síspəlk'	seven
[x <sup>w</sup> ]			[k' <sup>w</sup> ]	
x <sup>w</sup> 'it		many	k'wúlənt	fix it!
síl <sup>w</sup> a?		large	t'ik' <sup>w</sup> ət	lake
nix <sup>w</sup>		more	sc'ʔak <sup>w</sup>	flower
[x̥]			[q']	
łlíwa?		onion	q'aʔxán	shoe
píxəm		hunt	sq'it	rain
cax̥		red	líq'əq'	buried
[x̥ <sup>w</sup> ]			[q' <sup>w</sup> ]	
x̥ <sup>w</sup> ʔilx <sup>w</sup>		fox	q' <sup>w</sup> ʔilx	dance
ʔayx̥ <sup>w</sup> t	tired		nq' <sup>w</sup> aʔqíntn	shampoo
ntáx̥ <sup>w</sup> əx̥ <sup>w</sup>		lowered into	maq' <sup>w</sup>	lump
[p']			[ʔ']	
p'úk' <sup>w</sup> la?		ball	ʔ'əláp	stop
sp'íc'ən		rope	sp'úʔ'ənt	fog
slip'		wood	p'ʔ'aʔ'	collapsed (eg. a fence)

APPENDIX F: The Sounds and Alphabet of nsíylxcən

[ɭ]			[a]	
ɭk <sup>w</sup> ut	far		anwí	you
			ʔapnáʔ	now
[m̥]			aná	gosh!
m̥tʔʔas	kidney			
			[i]	
[ŋ]			incá	I, me
ŋstils	think		spikst	gloves
			anwí	you
[mʔ]			[u]	
mʔístəm	woman's father		uníx <sup>w</sup>	truly
stʔmʔʔalt	cattle		lut	no
stimʔ	what?		lətkwú	otter
			[o]	
[nʔ]			lmotó	sheep
nʔínʔkʔmən	litle knife			
pnʔanʔ	bent		[ə]	
ʔanʔ	magpie		əcwár	it's burning
			tət <sup>w</sup> ʔít	boy
[lʔ]				
salʔt	lost		[ʔ]	
tupəlʔ	spider		ʔaʔúsaʔ	egg
			scʔaq <sup>w</sup>	summer
[rʔ]			pʔínaʔ	bark basket
tərʔqám	kicking			
əcwárʔ	a fire		[ʕ]	
			ʔátmən	yellowbell
[wʔ]			syʔaʔ	gathering
kəkəwwʔáp	dogs		paʔ	gray
sqlawʔ	money			
			[ʕʔ]	
[yʔ]			klaʕmín	button
yʔayʔák <sup>w</sup> aʔ	stingy			
cʔayʔǰaʔ	crayfish		[h]	
qʔəyʔayʔ	written		həm <sup>h</sup> ám <sup>t</sup>	damp
			həmáp	it got damp
[ɣ]				
ɣips	he stood it up			
cɣip	post			
mɣaɣ	barred			

**APPENDIX F: The Sounds and Alphabet of nsíylxcən**

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**CONSONANT PHONEME CHARTS**

**ENGLISH**

Stops	(vl)	p	t	č	k	
	(vd)	b	d	˘er	g	
Nasals		m	n		ŋ	
Fricatives	(vl)	f	θ	s	ʰ	
	(vd)	v	ð	z	ʒ	
Resonants			r	l	y	w

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**OKANAGAN**

Stops	(vl, glott)	p'	t' c' ŷ'	k' k'ʷ	q' q'ʷ	ʔ
	(vl)	p	t c -	k kʷ	q qʷ	
Fricatives	(vl)		s ə	x xʷ	χ χʷ	h
Resonants		m'	n' r l' y'	ɣ' w'	ʕ' ʕ'ʷ	
		m	n r l y	ɣ w	ʕ ʕʷ	

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**VOWEL PHONEME CHARTS**

ENGLISH			OKANAGAN	
i		u	i	u
ɪ	ʊ			
ε	ə	ø	ə	
ε	ɔ			
æ		ɑ	ɑ	

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