



# APPENDICES

---

*Hul'q'umi'num' 5 to 12*





# APPENDIX A

---

*Prescribed Learning Outcomes*

**APPENDIX A: PRESCRIBED LEARNING OUTCOMES**

**COMMUNICATING: EXCHANGING INFORMATION**

*It is expected that students will:*

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• use and respond to simple memorized questions and commands.</li> <li>• recognize and respond to strong warnings - e.g. <i>La'lum'uthut!</i> (<i>Be careful!</i>)</li> <li>• recognize gestures and expressions that accompany requests.</li> <li>• express basic needs and emotions using memorized phrases - e.g., <i>Xuytl' tsun.</i> (<i>I'm cold.</i>), <i>Nu stl'i' kwunus nem' tl' 'umutew't-hw.</i> (<i>I need to go to the washroom.</i>)</li> <li>• ask for help - e.g., <i>'Uwu tsun tul'een'u.</i> (<i>I don't understand.</i>)</li> <li>• identify high frequency and meaningful words (e.g. common objects, actions, places, and names and/or roles of people).</li> <li>• demonstrate an understanding of the context for words learned (i.e., questions and responses).</li> </ul>	<ul style="list-style-type: none"> <li>• use and respond to simple commands and requests.</li> <li>• ask questions using the question marker 'u, and respond affirmatively and negatively.</li> <li>• express simple wants and needs with <i>nu stl'i'</i>.</li> <li>• follow or respond to a simple routine.</li> <li>• respond to initiation of conversation by an Elder or other familiar adult in the school.</li> <li>• participate in known and predictable classroom situations.</li> </ul>	<ul style="list-style-type: none"> <li>• use and respond to high frequency commands – e.g., <i>M'i 'ewu 'umut.</i> (<i>Come here and sit down.</i>)</li> <li>• ask and respond to questions using question words such as <i>stem</i> “what”, <i>lhwet</i> “who”, and <i>tum'tem</i> “when”.</li> <li>• express wants, needs, likes and dislikes.</li> <li>• ask for specific help.</li> <li>• follow or respond to a set of sequenced instructions using action verbs – e.g., <i>Lhxilush 'i' t'ilum.</i> (<i>Stand up and sing.</i>)</li> <li>• make simple suggestions with <i>'ilhe</i>, “let’s”.</li> <li>• use learned expressions and phrases in short conversations that include present and simple past events.</li> <li>• participate in classroom activities.</li> <li>• begin to derive meaning in new language situations.</li> </ul>	<ul style="list-style-type: none"> <li>• exchange information about themselves.</li> <li>• ask and respond to questions using question words such as <i>'untsu</i> “where”, <i>nutsim'</i> “why”, and <i>kw'in</i> “how many”.</li> <li>• express preferences and interests.</li> <li>• express ability and inability – e.g., <i>Xwum' tsun 'i' ...</i> (<i>I can ...</i>), <i>Skw'ey kwunus ...</i> (<i>I can't ...</i>), <i>Sqi'qul tsun kwunus ...</i> (<i>I don't know how to ...</i>), <i>Stsuw'et kws ...</i> (<i>He / she knows how to ...</i>)</li> <li>• participate in conversations that include past and present actions and events.</li> <li>• participate in familiar activities (real or simulated).</li> <li>• derive meaning in new language situations.</li> </ul>

**COMMUNICATING: EXCHANGING INFORMATION**

*It is expected that students will:*

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• ask for and give information and clarification.</li> <li>• exchange information about their everyday activities and interests.</li> <li>• exchange opinions and preferences, giving reasons.</li> <li>• express concepts of direction, frequency, duration and manner of action.</li> <li>• follow or respond to instructions involving several objects and/or actions.</li> <li>• participate in conversations that include past, present and future actions and events.</li> <li>• participate in selected meaningful real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• ask for and give information, permission and clarification.</li> <li>• exchange information about people, places, and things.</li> <li>• discuss plans related to common activities.</li> <li>• communicate needs, desires, emotions and opinions, giving reasons.</li> <li>• make and respond to suggestions.</li> <li>• interact in conversations that include past, present and future actions and events.</li> <li>• participate in a variety of meaningful, real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• ask for and give detailed information and assistance.</li> <li>• exchange information and opinions about social issues which affect them, giving reasons and reactions.</li> <li>• follow instructions for doing something unfamiliar.</li> <li>• express certainty and uncertainty with <i>ts'u</i>, <i>yuhw</i>, <i>wa'lu</i>, and <i>wawa'</i>.</li> <li>• use a range of vocabulary and expressions in past, present, and future.</li> <li>• interact in a variety of meaningful, real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• solicit and offer information, ideas, thoughts, opinions and points of view, giving reasons, reactions, and supporting details.</li> <li>• discuss short- and long-term plans, goals, and intentions, using appropriate time referents and conjunctions.</li> <li>• discuss options, using terms for possibility, comparison, contrast and cause.</li> <li>• use a wide range of vocabulary, complexity of expression, and idiom in past, present, and future.</li> <li>• seek the input of those who are experienced in the area of discussion.</li> <li>• attempt to reformulate the ideas of others to enable consensus.</li> <li>• interact spontaneously in a variety of meaningful, real-life situations.</li> </ul>

**APPENDIX A: PRESCRIBED LEARNING OUTCOMES**

**COMMUNICATING: PRESENTING INFORMATION**

*It is expected that students will:*

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• recognize expressions for days of the week, months of the year, seasons, and times of day.</li> <li>• recognize and use words for position in the environment - e.g., <i>stutes</i> “close”, <i>tsakw</i> “far”.</li> <li>• produce lists based on a grouping.</li> <li>• share basic information orally.</li> </ul>	<ul style="list-style-type: none"> <li>• express dates and times.</li> <li>• produce phrases and simple sentences using learned vocabulary.</li> <li>• share information about themselves, their families and community.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize expressions of time.</li> <li>• produce short, meaningful messages orally.</li> <li>• relate a simple sequence of events.</li> <li>• describe people, places, and common objects.</li> <li>• give simple instructions in a respectful way.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and use expressions of time.</li> <li>• produce short, meaningful messages, orally and in writing.</li> <li>• relate events and experiences in sequence, using conjunctions such as <i>'i</i>, “and”.</li> <li>• describe activities and situations.</li> <li>• give a set of sequenced instructions.</li> </ul>



**FINDING INFORMATION**

*It is expected that students will:*

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• identify selected information from Hul'q'umi'num' resources for a purpose.</li> <li>• express acquired information in simple oral and visual forms.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize appropriate protocol for collecting information from cultural resource people.</li> <li>• collect and categorize selected information from Hul'q'umi'num' resources in response to a question.</li> <li>• express acquired information in oral and visual forms.</li> </ul>	<ul style="list-style-type: none"> <li>• identify basic information needs and sources.</li> <li>• determine how to find information.</li> <li>• recognize and use appropriate protocol for collecting information from cultural resource people.</li> <li>• extract and record selected information from Hul'q'umi'num' resources to meet information needs.</li> <li>• express acquired information in oral, visual, and simple written forms.</li> <li>• acknowledge sources appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• identify information needs and sources.</li> <li>• determine how to find and record information.</li> <li>• use appropriate protocol for collecting information from cultural resource people.</li> <li>• extract, record, and organize selected information from Hul'q'umi'num' resources to meet information needs.</li> <li>• express acquired information in oral, visual, and written forms.</li> <li>• acknowledge sources appropriately.</li> </ul>



**FINDING INFORMATION**

*It is expected that students will:*

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

**UNDERSTANDING CULTURE AND SOCIETY: INTERPRETING CREATIVE WORKS**

*It is expected that students will:*

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• respond to creative works from Hul'q'umi'num' culture.</li>   <li>• recognize and use high frequency verbs of creating - e.g., <i>xut'ukw'</i>, “carving”, <i>yutl'qels</i>, “painting”.</li>   <li>• identify and relate to characters, actions or objects in simple stories.</li> </ul>	<ul style="list-style-type: none"> <li>• respond to creative works from Hul'q'umi'num' culture.</li>   <li>• tell a simple story from memory, and demonstrate an understanding of the moral of the story.</li>   <li>• connect actions, characters and concepts in stories to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• respond to creative works from Hul'q'umi'num' culture.</li>   <li>• demonstrate an understanding of the main idea of a story or song.</li>   <li>• show a relevant connection to a character or situation in moral stories.</li> </ul>	<ul style="list-style-type: none"> <li>• respond to authentic creative works from Hul'q'umi'num' culture.</li>   <li>• identify and describe the main character(s) and main problem of a story.</li>   <li>• show a relevant connection to the problem faced by the main character in moral stories.</li> </ul>

**UNDERSTANDING CULTURE AND SOCIETY: INTERPRETING CREATIVE WORKS**

*It is expected that students will:*

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

**UNDERSTANDING CULTURE AND SOCIETY: SOCIALIZING AND CELEBRATING**

*It is expected that students will:*

Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> <li>• recognize and respond to simple greetings and expressions of politeness.</li> <li>• identify formal and informal forms of address.</li> <li>• recognize and use simple expressions for sharing and offering.</li> <li>• demonstrate an understanding of traditional ways with language.</li> <li>• demonstrate an understanding of the protocol for appropriate times to say phrases.</li> <li>• use age-appropriate language associated with Hul'q'umi'num' traditional celebrations, customs, sports and games.</li> <li>• demonstrate an understanding of simplified, significant stories related to celebrations and traditional ceremonies.</li> <li>• recognize and use words to identify themselves and their ancestors.</li> <li>• identify elements of their own and classmates' cultural backgrounds.</li> <li>• demonstrate an awareness of Hul'q'umi'num' culture.</li> </ul>	<ul style="list-style-type: none"> <li>• use greetings and expressions of politeness.</li> <li>• recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members.</li> <li>• recognize and use appropriate tones of voice for greetings, expressions, and commands.</li> <li>• recognize and use expressions or special names for establishing a relationship with a special friend, including the name a student may inherit.</li> <li>• identify and share family customs and routines.</li> <li>• identify selected characteristics of Hul'q'umi'num' culture.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and use expressions and compliments that encourage others.</li> <li>• demonstrate appropriate behaviour when in the company of an Elder or cultural resource person.</li> <li>• recognize articles used to mark the visibility and gender of people or objects.</li> <li>• identify and share school and community traditions.</li> <li>• identify elements of Hul'q'umi'num' culture.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize gestures and expressions that accompany the giving of gifts to friends and Elders.</li> <li>• demonstrate age-appropriate behaviour and awareness of Hul'q'umi'num' customs at celebrations and special occasions.</li> <li>• demonstrate an understanding of significant stories related to celebrations and traditional ceremonies.</li> <li>• use appropriate articles to refer to the visibility and gender of people or objects.</li> <li>• discuss the traditional and contemporary activities and interests of Hul'q'umi'num' youth.</li> </ul>

**UNDERSTANDING CULTURE AND SOCIETY: SOCIALIZING AND CELEBRATING**

*It is expected that students will:*

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

<b>Introductory Hul'q'umi'num' 11</b>	
<p><b>COMMUNICATING: EXCHANGING INFORMATION</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• use and respond to commands, requests, and suggestions.</li> <li>• ask and respond to questions with question words such as 'u, stem “what”, lhwet “who”, tum'tem “when”, 'untsu “where”, and kw'in “how many”.</li> <li>• exchange information about activities, people, places, and things.</li> <li>• communicate wants, needs, likes, dislikes and emotions, giving simple reasons.</li> <li>• express ability and inability.</li> <li>• ask for specific help.</li> <li>• use learned expressions and phrases in past, present, and future.</li> <li>• participate in a variety of meaningful, real-life situations.</li> <li>• begin to derive meaning in new language situations.</li> </ul>
<p><b>COMMUNICATING: PRESENTING INFORMATION</b></p>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• express dates and times.</li> <li>• identify and use expressions of time.</li> <li>• recognize events as past, present, or future.</li> <li>• narrate or describe events and experiences in logical progression, using conjunctions such as 'i, “and”, muso' “and I”, 'un'so' “and you”.</li> <li>• give simple instructions in a respectful way.</li> <li>• describe similarities and differences.</li> </ul>

<b>Introductory Hul'q'umi'num' 11</b>	
<b>FINDING INFORMATION</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• identify information needs and sources, and methods for finding and recording information.</li> <li>• recognize and use appropriate protocol for collecting information from cultural resource people.</li> <li>• extract, record, and organize relevant information from Hul'q'umi'num' resources to meet information needs.</li> <li>• convey acquired information in oral, visual, and simple written forms.</li> <li>• acknowledge sources appropriately.</li> </ul>
<b>UNDERSTANDING CULTURE AND SOCIETY: INTERPRETING CREATIVE WORKS</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• reflect on, discuss, and respond to authentic creative works from Hul'q'umi'num' culture.</li> <li>• demonstrate comprehension of the main idea and significant details of a text.</li> <li>• show a relevant connection to the problem faced by the main character in moral stories.</li> <li>• identify storytelling techniques.</li> </ul>
<b>UNDERSTANDING CULTURE AND SOCIETY: SOCIALIZING AND CELEBRATING</b>	<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> <li>• use greetings and expressions of politeness.</li> <li>• recognize and use formal and informal forms of address and other appropriate language for interacting with family and community members.</li> <li>• determine what can be talked about or asked when Elders are present to share their knowledge.</li> <li>• identify language, expressions, and behaviours that reflect cultural context.</li> <li>• demonstrate an understanding of significant stories related to celebrations and traditional ceremonies.</li> <li>• recognize order of events and placement of people during ceremonies and events.</li> <li>• recognize and use appropriate articles to refer to the gender and visibility of people or objects.</li> <li>• identify characteristics of Hul'q'umi'num' culture and compare them to those of other cultures.</li> <li>• identify the contributions of Hul'q'umi'num' people to Vancouver Island, British Columbia, Canada and the world.</li> <li>• describe ways that Hul'q'umi'num' and other languages have influenced each other.</li> </ul>

